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THE INSPECTION TECHNIQUE: A METHOD OF RAPID EVALUATION OF THE RORSCHACH PROTOCOL

Ruth Munroe*

The present article offers a revision of the method of rapid evaluation first described in the Rorschach Exchange for 1941 (5:172-191), under the name Inspection Technique. The revision is based in part on suggestions made by 11 colleagues who tried the method in a short experiment in 1941.** Somewhat more radical changes have emerged from my own continued use of the method for four years at Sarah Lawrence College on about 500 cases. A full report of the results obtained and a discussion of the concepts employed will soon be published elsewhere. In an article devoted to a description of procedures, I can only say that I have been encouraged to present the method of evaulation anew in revised form because it has proved strikingly successful in practice.

Furthermore I should like to emphasize now an aspect of the technique which was mentioned only in footnotes in 1941, namely the possibility of developing the method as a quantitative measure of adjustment. Year after year we have observed with interest that merely adding up the entries on the check list which forms the basis of the technique gave a numerical figure which corresponded well with external indices of adjustment. The present revision of the check list incorporates not only certain practices which we had informally adopted in the course of using the old list, but also certain systematic considerations which grew out of reflection upon the success and limitations of the old list as a quantitative measure. Our experimental evidence - to be discussed later - is based largely on the old list. Rescoring a limited number of cases according to the revised check list suggests that the sum of entries now yields a still more discriminating figure as to the severity of personality disturbance.

In preparing criteria for the new check list I have gone beyond the statistical and experimental material available to me from the study of female college students. Such a group is too homogeneous and too "normal" to provide adequate data. Instead I have relied upon generally accepted judgments as to what constitutes clinically significant deviation in Rorschach performance in order to include types of difficulty which occur rarely if at all in our College, and have sought to translate them into quantitative terms. This is not an ideal procedure, and I would not be justified in offering the check list in its present form as a finished quantitative instrument. I hope very much that other workers will find our limited experimental results and our theoretical discussion sufficiently cogent to undertake further testing and improvement of the method on other groups.

Whatever its fate as a quantitative test, the Inspection Technique can be offered without reservation as a practical method of marshalling quickly and recording for future reference the data most essential for sound evaluation of the Rorschach protocol. If the test is being used for qualitative description of the personality or for diagnosis, no rigid time limit can be

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** I wish to express my thanks to them, to Miss Camilla Kemple, and to Dr. Klopfer, not only for participation in the experiment, but for valuable advice recently given.

set for "quick" work by the Inspection Technique. Much depends on the length and character of the protocol, the skill of the examiner, and the amount of interpretive material desired. At Sarah Lawrence College we now spend half to three quarters of an hour on every protocol, making a qualitative report on the intellectual and emotional resources of the student as they seem likely to affect her work. The technique can also be used, however, merely to arrive quickly at a judgment of the general adequacy of the personality or (with less assurance) of the subject's ability to adjust to a particular situation. In our experience scoring and filling out the check list in skeleton fashion takes 5 to 15 minutes per case and forms a reliable basis for immediate judgment.

We suggest using the Inspection Technique in the selection or classification of relatively large groups where a more secure judgment is needed than can be expected of the Multiple Choice test, and where the possibility of qualitative analysis of some of the cases is highly desirable. It seems probable that the spontaneous performance of the subject will always yield better material than the multiple choice method and is therefore preferable when time permits and examiners with some training are available. The time involved in making a rough evaluation of every case (5 to 15 minutes) is not prohibitive for many colleges, schools, or industries; the evaluation (if our results can be generalized) is surprisingly accurate and useful; and finally the protocol is at hand for more intensive study of the individual case as desired.

I need scarcely point out that the technique is not offered as a substitute for traditional methods when time is not at a premium. Neither is it recommended for quick use in the clinic where the problem is one of differential diagnosis, however hurried. In such situations it is often more important to discover what light the test throws upon a specific doubtful point than to make a systematic survey of the resources of the personality.

As to the amount of training required for use of the Inspection Technique, easy familiarity with the scoring system is absolutely essential. In my opinion relatively inexperienced examiners can be expected to make the rough general evaluation with fair accuracy. The check list supplies them with a comprehensive guide to the main points which should be considered and some indication of how seriously various deviations in performance should be regarded. Hurried qualitative description of the personality is one of the most difficult assignments in work with the Rorschach, and should be undertaken by beginners with extreme caution if at all.

Principles and Procedures of the Inspection Technique

Scoring of the protocol* is carried out with relatively minor modifications of usual practice. It is curtailed in some respects and elaborated in others with a view to high-lighting the points most essential to quick judgment. The usual practice of counting the various types of scores and calculating percentages or relationships is retained in essence.

The important difference from usual practice lies in the fact that the calculations are not made exactly as a matter of routine for every item, but instead are carried only far enough to determine whether the figure lies within a certain specified range. It is considered enough to know that F%, for instance, lies between 50% and 75%, or between 15% and 50%, rather than at

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* The Klopfer scoring system is used as basic practice.

precisely 56% or 38%. As a rule such rough determinations can be made at a glance and careful arithmetic is necessary only in border-line cases.

The saving in labor by this method is obvious. In our opinion the degree of accuracy thus established is almost always sufficient for the rough evaluation to be expected from quick work with the Rorschach method. The essential statistical features of the test are preserved with a minimum expenditure of time.

The second difference from usual Rorschach practice is the manner of recording results. Neither the usual tabulation nor the psychograph introduced by Klopfer is used. Instead the items used in evaluation are set down seriatim on a carefully prepared check list (see p. 70). If the performance of the subject falls within the normal range, no entry is made. If it deviates significantly but not to an extreme degree one check is entered in the column opposite the appropriate item. If the deviation is extreme, 2 or even 3 checks are entered. Criteria for entering checks follow on pages 55-69. In most instances the direction of the deviation is indicated by the sign used, i.e. plus for deviation in the direction of overemphasis of the particular characteristic, minus in the direction of underemphasis. For instance F% over 75 will receive 2 plus signs, F% under 15 a minus sign. The items on the check list are grouped according to the major aspects of perceptual approach to the cards: form, movement, color, shading, etc.

After the examiner has become familiar with the new format, it offers a pictorial view of personality structure not unlike the Klopfer psychograph. Absence of entries corresponds to a well-distributed psychograph. The examiner can tell at a glance that all of the major determinants are used in a rather balanced way, and further that none of the less essential and often undesirable types of perceptual approach (e.g. K or m) are over-emphasized. From the accumulation of entries in one or another area he can tell <u>where</u> the protocol deviates most markedly from the norm, and from the distribution of plus and minus signs he can tell something of the nature of the deviation. Reference to specific entries will, of course, give him a more refined picture. Almost all of the percentages and relationships customarily used in evaluation are either directly represented (roughly) or can be established by comparison of single entries. The W:M relationship, for instance, is not calculated routinely, but any <u>marked</u> disturbance can be inferred from comparison of the spaces allotted to W and M separately. A plus sign after W and a minus sign after M indicate a superabundance of W relative to M.

Examiners accustomed to the usual tabulation or graph will find it difficult at the outset to recognize the familiar data in this novel form, and to select quickly the material they want from the more inclusive check list. With practice, however, it is possible to see in the check list almost everything offered by the usual tabulation, in roughly accurate form. In our opinion it is a distinct convenience to have the supplementary data regularly used in diagnosis also presented in similar graphic, summary form, instead of as a series of separate arithmetical calculations or as unwritten practice, e.g. attention to color and shading shock.

If time must be extremely short and the method is conceived merely as a screening or rating device, notations can be confined to those called for by the list. If somewhat more leeway in time is available and a more qualitative picture of the individual is desired, notations on the record sheet may be ex-

panded. Border-line performance on the various items may be indicated by a check to the left of the column containing "significant" deviations. For instance an F% between 40 and 50 should be considered in qualitative description of the personality, even though it lies within the normal range. Such points as the observation that M's are predominantly assertive or unduly passive may also be noted to the left of the crucial column. A few blank lines are supplied at the bottom of the list for the notation of such deviations in individual performance as the experienced examiner considers equivalent in importance to those listed. A further blank space remains for those variations in content, sequence, format, etc. which escape codification, but are essential to interpretation.

Ideally the Inspection blank should, therefore, contain a record of all the Rorschach data used in interpretation. It is scarcely to be expected in practice that the examiner working against time will faithfully set down an intelligible account of all the cues he used in arriving at complex qualitative judgments (or indeed that such judgments would fully correspond to those reached with more leisure for reflection). My own work frequently requires reconsideration of the Rorschach evaluation because of the discrepancy of some statements with teacher judgment. In the majority of cases the Inspection record has provided sufficient data to decide whether the Rorschach evidence is such that I can support my first statement with confidence, whether it may have been a hasty ill-founded guess, or whether the interpretation can justifiably be modified in the light of information about the student's behavior.

Advantages of the Inspection Technique

Speeding up the process of evaluation in large-scale work with the Rorschach inevitably involves sacrifice of valuable procedures. The time required for full computation of all useful figures is prohibitive. As a rule, therefore, such computation is limited in practice to a few outstanding items; is neglected altogether; or is performed by a relatively untrained assistant. Consequently consideration of the protocol is likely to be ill-balanced, impressionistic, or - if the tabulation is made by another person - the intimate association of content and statistical data is lost. In our opinion systematic survey of the total performance of the subject is the most essential feature of evaluation and an approximate accuracy of computation is sufficient to sound judgment.* The check list has been prepared with a view to covering all major aspects of personality function as represented in the test, and thus enforces a balanced review of the subject's resources. For the inexperienced examiner it can serve not merely as a reminder or jog to the conscience, but actually as a guide to points whose full array he has not yet thoroughly mastered.

Evaluative significance of the check list

The check list was designed originally for the purposes just described, that is as a guide to systematic survey of the protocol and a record of findings. We have used it qualitatively for the past 4 years in arriving at a clinical judgment of the "general adjustment" of the subject, expressed as a rating on a four point scale. This rating corresponded remarkably well with external indices of adjustment and showed a strong positive relationship to academic success, especially when combined with intelligence test scores.

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* No one familiar with the Rorschach method will expect any quick evaluation to do the same kind of job as prolonged careful study.

We observed each year with some surprise that merely counting the number of entries on the check list actually yielded a result which tallied almost as well as did the rating on general adjustment with external criteria. Out of 109 subjects who received less than 6 checks not one has shown evidence of serious disturbance over a period of two years and very few have demonstrated even minor difficulties. On the other hand all but four of the 79 subjects who received more than 10 checks have clearly exhibited "problems" of various type and degree. This group included all but one of the students whom the college psychiatrist considered disturbed and a surprisingly large proportion of students whose academic performance was very poor, regardless of intelligence. Moderate maladjustment appeared to some extent in the group of students with an intermediate number of checks, but only one serious case had less than 10 checks.

These findings were the more interesting to us since the Miale-Harrower Erickson "neurotic signs" failed to select the maladjusted students. Indeed only a negligible number of girls met the criterion of 5 signs. Students with one or no sign were demonstrably "well-adjusted", but no further differentiation was possible by this method. Overt psycho-neurosis is rare in our group, although characterological difficulties severe enough to interfere with adequate performance are common. It seems probable that maladjustment of a less specific nature than that presumably diagnosed by the "signs" may have a similar adverse effect upon performance in other so-called normal groups, and could profitably be measured. Further discussion of the concept of general adjustment, based on our experimental findings, will soon be published elsewhere. Here we can merely submit the observation that a simple tally of entries on the check list picked up quite accurately the miscellany of problems shown by students.

In the form in which we have used it to date, the check list failed to discriminate the degree of difficulty beyond a certain point. The crucial figure of 10 checks was determined by inspection of results*. Practically all of the markedly disturbed girls had as many as 10 checks, but frequently no more, whereas some girls with only moderate problems had as many as 15 checks. The more qualitative adjustment rating selected the most severely disturbed students with greater discrimination. We have no revised the check list in a manner which promises to improve its performance as a quantitative device for evaluating the degree of maladjustment. Rescoring the records of the former group of students with 10 checks or more according to the new check list appears to show the desired higher tally for the more disturbed girls. There is reason to hope, we believe, that eventually the check list can be developed as a fairly continuous scale discriminating minor, moderate, and severe maladjustment merely by increased number of entries. Obviously this hope is far from realized in our present version. Any examiner using the check list now as a quantitative tool must first determine for himself how many checks are to be construed as indicative of important maladjustment in his group and indeed whether the tally can be relied on at all.

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* With the present revision of the check list this figure will probably change. It can no longer be considered crucial even for our group prior to renewed examination.

Theoretical Discussion of the Check List as a Device for Measurement

In an article devoted to a description of method, space permits only the briefest intimation of our analysis of why the check list worked as an evaluative tool, and therefore how it could be improved. At first we considered it merely an extended series of "signs", and indeed it was originally drawn up less as the systematic survey of the whole personality described above, than as a survey of possible pathology along lines determined by other workers. We started with the nine "neurotic signs" and deviant performance on the items included on the Klopfer-Davidson record blank. In practice we gradually modified our entries in the direction of recording all deviant performance. Our present revision discards altogether the "sign" approach and represents simply a systematic survey of the major modes of reacting to the cards.

In our opinion it is the systematic and comprehensive nature of the check list which determines its evaluative significance as a measure of adjustment. In contrast to any list of "signs", it measures areas of adequate function along with areas of difficulty. The absence of an entry has a positive meaning: the performance of the subject was examined and found adequate. His handling of color may be poor, for instance, giving him 5 or 6 checks in this area alone. He will certainly accumulate 5 or 6 more checks among the remaining score of items on the list and hence fall into the "problem" group, unless his reaction to all other elements in the cards is unusually sound. But in that case the probability is that he has resources for dealing with the difficulties expressed in the color area well enough to function with reasonable adequacy. Because of the balanced and comprehensive nature of the check list any particular bad sign is automatically evaluated within the context of the total personality. It spells maladjustment only when reinforced by other difficulties. A demonstrably good personality can usually absorb some undesirable trends without serious distress.

Occasionally, to be sure, one bad sign will compensate for another so that effective function is preserved. One type of personality, for instance, has several times led us to a mistaken judgment even of qualitative nature - explosive color responses, intense anxiety as indicated by chiaroscuro responses, and high F%. Some of these girls show no disturbance visible to teachers. The type of adjustment represented by such cases, however, must be a very precarious affair. In several instances the gloomy predictions of the Rorschach have been fulfilled after a lapse of time, and we are almost certainly entitled to feel that these subjects are especially vulnerable, even though their current adequacy may apparently belie the test result. This type of error increases the statistics of failure, but is in a way worth making. Such brittle adjustment is very close to maladjustment.

It is important to remark that the deviations recorded on the check list are not determined by arithmetic but by clinical observation, and so in a sense are still "signs", that is to say are characteristic of malfunction. The normal range is taken from the actual performance of subjects on the test. Two and three checks are suggested at the point where the deviation becomes clinically more serious, not at an arbitrary mathematical figure. A crude weighting is involved in such practices as entering three checks for an F% over 90 and only one check for a W% of 100. As remarked at the outset, it has been necessary to select items for the list and establish criteria for entering checks largely on the basis of my own judgment of generally accepted practice. Doubtless this task would be better done by experimental and statistical procedures provided the essential feature of a comprehensive survey of resources is retained.

One great advantage of quantitative use of the check list as described is obviously the increased possibility of relying upon relatively unexperienced examiners for a sound judgment of adjustment - a very important factor in more wide-spread use of the test for work on large groups. Knowledge of the scoring system is essential and is not acquired over-night. It is acquired far more easily however than the training and insight requisite for clinical judgment.

Another advantage may be the possibility of more refined statistical comparison. An estimation of change in the general integration of the personality after a lapse of time, after psychotherapy, after shock, under various special conditions, may often be of interest, as a supplement to the more specific shifts in the several determinants. Comparison of groups, such as different college populations, different occupational, social and racial groups may prove of value. No quantitative over-all index of Rorschach performance has heretofore been available.

Summary

The Inspection Technique consists in entering deviations from the normal range of performance on a prepared check list of significant items. Degree of deviation for a given item is handled by entering two or three checks for the more extreme cases. Grouping the items according to the major aspects of perceptual approach to the cards and recording the direction of deviation as plus or minus, yields a graphic picture of the subject's performance.

The check list is so constructed as to enforce a systematic survey of personality resources as represented in the test, and is therefore an excellent preliminary to any type of evaluation of the protocol. It also preserves a roughly accurate and comprehensive record of the subject's performance.

There is evidence to suggest that the check list may be developed as a quantitative measure of general adjustment simply by counting the number of entries made for each subject.

Modifications in Scoring Procedures

1- Content notation is omitted except for anatomical and sex responses or when it is observed that Ad and Hd may be excessive, or that any type of stereotypy may be present. In such cases only responses in these categories need be scored.

2- Location notation is omitted for normal details.

3- Scorings should be entered quickly with a question mark for doubtful cases. In many instances the entry on the check list can be made regardless of the doubtful responses (e.g. if F% is obviously normal and at least 2 good FC are present, it is not necessary to try to decide whether the "bow" in III is F or FC). Doubtful scores are reconsidered only when decision is crucial to the entry (e.g. when there is no clear FC, or the CF:FC relationship is questionable).

4- When two determinants are nearly equal in importance, both are entered as main responses. Scores of strong additionals are underlined and given more weight in deciding on a check (e.g. erupting volcano with fire and smoke in IX, plus wraiths carrying a dead person, wraiths "because of cloudy effect in the pink" in X, plus an X-ray in IV, will represent an over-emphasis

on chiaroscuro and hence rate an entry for Kk even though the two K responses are additional). (Note: An estimation of the importance of the determinants to the subject takes precedence over rigid scoring. It is usually much easier and more objective than a decision as to which was the main determinant in a complex response. Such a decision is helpful in refined personality description where insight into the exact balance of forces is desired and differences in the value of additionals are used qualitatively in interpretation. In rough evaluation it seems more important to estimate what forces the subject has to control and what resources he has for doing so in a general way, than to try to define precisely in the scoring the type of equilibrium he has established.)

5- Responses with poor form quality are scored minus(-) as usual, but a double minus sign (--) is entered if form is very poor or bizarre. The notation vague (V) is added to the score of any response which has no intention of definite shape (e.g. clouds, rocks, wall-paper design, etc.)

6- Parentheses are placed around M and FM if action is clear but is attributed to statues, marionnettes, stuffed animals, fairy-tale characters, etc., or if living action is extremely stiff or passive (e.g. sleeping women in V, figure standing with legs tight together in 1). The movement of human parts in isolation (e.g. kicking feet in IV is scored Md.

7- A circle is placed around additional m entered for facial expression.

8- Practical suggestions for using the group Rorschach blank:

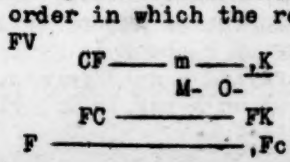
a) All scoring is done on the blank, in colored pencil to distinguish it clearly from the subject's writing.

b) W need not be scored except in the rare case where the subject has not followed directions properly. Instead the number of responses with large circles can be counted directly from the subject's drawing on the picture sheet. If the form of the W response is poor or vague, B (bad, see definition below) or V is entered after the number of the response on the picture sheet, as well as the minus or V after the scoring of the determinant. This practice facilitates the counting of insubstantial W called for by the check list.

c) Excessive dd, de, or di is sometimes obvious from a plethora of tiny circles drawn by the subject on the picture sheet, but more often the smaller circles are drawn so carelessly that these responses must be scored if there is any suspicion that they are too frequent. It is convenient to enter the dd or dr (or S) notation on the picture sheet, where it is easily counted.

d) Succession may be determined by inspection of the numbers and circles drawn by the subject on the picture sheet.

e) Scoring of all other determinants may be entered in any space on the page which the subject has left blank. Counting is greatly facilitated if each type of determinant is entered in a position reserved for it rather than in a single scoring column, e.g. all F at the extreme left, Color responses somewhat to the right, Movement response still further to the right, etc., as in the example which follows. Additional scores are entered in the position appropriate to the determinant used but are preceded by a comma (,FC) and are connected with the main response by a thin line. Vertical spacing of the scores gives a picture of the order in which the responses occurred.



Criteria for the Check List

General Note - The following criteria may appear at first glance heavily encumbered with arithmetic and exceedingly complicated. Arithmetical percentages have been used throughout, not because the figures are sacrosanct, but because there seemed no other practicable means of indicating succinctly the amount of deviation which should be considered significant. The complicated a), b), c)'s under many items result necessarily from the effort to put on paper even the major variations in quality and relationship which the experienced examiner constantly uses in evaluation. Instructions have been given in some detail as a guide to relative beginners and to ensure agreement among experts. I believe that the experienced examiner will see at once that the criteria suggested fall into easily recognizable patterns, and that he will have no trouble in mastering them quickly. He is advised to familiarize himself with the sense of distinctions described rather than to attempt to memorize and apply the figures with arithmetical literalness. In general one check signifies an emphasis descriptive of an outspoken trend in the personality rather than a real break in its equilibrium, and may be entered rather freely. Two checks suggest a definite break of such dimensions that it represents a hazard to adjustment, unless absorbed by good resources elsewhere. Three checks are usually suggestive of pathology.

Further study of the criteria will show that for all the complication of instructions many contingencies have not been specifically provided for. A constant problem has been the fact that the percentage as well as the absolute number of responses to be considered significant varies with the length of the protocol. In the instructions, figures are often specifically suggested for the protocol of less than 15 or more than 50 responses, but the examiner is expected to use common sense in adjusting percentages to the protocol of 47 or 17 responses.

The percentages have purposely been left blurred at the edges. For example, F% receives no entry between 15 and 50%, one check between 50 and 75%. Decision about entering a check for an F% at or very close to 50% should be made on qualitative grounds rather than on the grounds of strictly arithmetical calculation. If many of the F are somewhat doubtfully scored and seem to verge on Fc, FM, etc., or if the F score is frequently enriched by additional elements, the check should not be entered. If on the other hand the F scores are mostly quite clear and rather bare, if they seem to represent a positive search for formal accuracy as in frequent meticulous detail responses or formal evasiveness as in frequent maps, bones, and the like, the balance is swung toward the plus entry. Decisions of this nature are made only at the borderline, but there they seem to serve the intention of the check list more nearly than an arbitrary break between 49 and 50%. The check list should be objective, but not pedantic.

Specific Instructions for the Use of the Check List

The various possible entries for each item are given in parentheses after each item on the check list. In the final tally all entries are simply added regardless of whether they are plus signs, minus signs, checks, or letters. Each part of a complex entry is counted as one, e.g. an entry for 0 reading --B would count as three, an entry for M reading -r would count as two. The only exceptions are two encircled entries BV ,rd as explained below, and the and signs under color shock and shading shock indicative of a mixed reaction. Each of these entries counts as one. The entries which are to be counted are made in

the notation column, entries of qualitative importance are made to the left of the column. The number of responses is not counted in the total tally.

1. Number of R

Strict accuracy is not essential, but error in counting the number of responses should not exceed 10% of the total. In cases where it is difficult to decide what is a response (e.g. many loose combinatorial wholes), an approximate figure intermediate between strict and loose interpretation may be entered quickly with the notation (±).

2. T/R > 60" or < 30" (+, -)

Not applicable to the group protocol. Enter only 1 check (+) for excessive time or (-) for unusually quick reaction.

3. Refusal (✓)

✓.....Initial refusal of any card or cards, with adequate response given after encouragement but before inquiry in individual test, during inquiry in group protocol.

✓✓.....a) Refusal of any cards if adequate response is spontaneously given in individual inquiry or testing the limits.

b) Refusal of 1 or 2 cards (except III and V) without later recovery if subject gives evidence of unusual timidity, antagonism or flippancy.

c) Refusal of 1 card (except III and V) without later recovery in a competently and conscientiously executed group protocol.

✓✓✓.....a) Refusal of any card after prolonged, cooperative effort in inquiry and limit testing.

b) Refusal of 2 cards in a conscientiously executed group protocol

c) Refusal of 3 cards without recovery under any conditions.

d) Refusal of III or V without recovery under any conditions.

Discussion - Inability to find any way of dealing with the cards is always a serious sign unless the subject recovers himself quickly (✓) or at least before the test is over (✓✓). The standard of ability to recover is relaxed somewhat for the group protocol, since the personal encouragement of the examiner is lacking. The general attitude of the subject modifies evaluation of refusal somewhat -- failure after proper effort is more serious (✓✓✓) than refusal to come to grips with the problem (✓✓) in most cases. Refusal of III or V is penalized most heavily partly because it seems clinically more indicative of disturbance, and partly because refusal of the other cards is likely to be associated with special difficulties, e.g. color or shading shock. Since it contributes toward the entering of checks later on, it should not be too heavily penalized here.

4. W (+, -, B, V)

(+).....W% over 60. For qualitative purposes enter (++) to left of notation column if W% is between 75 and 90; (+++) if practically every response is W, or subject has shown a strong effort to organize cards into W even though there is some accumulation of D in card X. Note- Excessive W is found too frequently among normals to signify a real hazard to adjustment.

(-).....W% less than 15.

(--).....W entirely absent, or represented by not more than one popular W or one formless W,(V)*.

B*or V**may be entered alone if W% is normal or in addition to a plus or minus sign.

B.....a) Over 25% of all W definitely poor form (F-), though not very bad (e.g. W butterfly in II, W clown's face in VIII).

b) A few very bad forms among the W (e.g. VII as a herd of stampeding buffalo). In fact even one really bizarre form will rate a B entry if the examiner is sure of its quality (see discussion).

V.....Over 50% of W vague.*

BV.....2B+V 50%, Enter if sum of V responses and B responses counted double is over 50% of all W. In the final tally this notation should count as only one entry.

Discussion - Evaluation of form quality is always difficult and must be made with special caution in working with group protocols. The cards look different on the screen and few examiners have studied them exhaustively in this version. When it is impossible to ask the subject to explain himself, it is better to give him the benefit of the doubt on a single response no matter how peculiar, unless the reason for his conception is obvious - e.g. something like Rorschach's "grass bear" in IX is a clear "B" even on a group protocol.

A discussion of form quality qpplies to all entries where such judgment is required and can well be elaborated here. Estimation of the accuracy of unusual responses is essential and very uncertain. As a rule judgment can be based on the quality of the subject's description of identifiable responses. If these are manifestly accurate and clever, the examiner is usually safe in construing his inability to see certain originals as due to his own limitations. Sloppiness or bizarre conceptions in common responses will justifiably lead him to view the originals with more suspicion, though still with caution. I recently scored B? "an aristocrat with balloon sleeves haughtily sniffing at a rose", located in the green of IX, one of two possible M in the protocol of an obviously intelligent girl. Shortly after I had occasion to administer the group test again, and finally discovered the aristocrat on the screen, unmistakably haughty. So unusual a response as one of the very few with human content is undoubtedly suggestive of some disturbance, but this particular score should have been B for brilliant rather than B for bad. In contrast to this example with its precise balloon sleeves, the "herd of buffaloes stampeding" in VII is intelligible as a very sloppy combination of texture, form detail, and sense of movement in the blot. This subject also gave the more common but not too exact response "buf-

*B stands for "bad". It means simply F- and was chosen as a symbol because the minus sign has other connotations on the check list and the letter B is one of the few not already part of the English Rorschach alphabet. B is entered only if the response implies a definite form like an object, animal or person, and is inaccurately represented in the blot.

**V stands for "vague". When the response is essentially formless, like rocks, sunset, wall-paper design, the entry is V (vague).

faloes charging headon" in V. Thus the B score was justified here not only by the observation that the herd of buffaloes makes some sense in pathological terms, but also by the perseveration or preoccupation suggested by the repetition of the buffaloes. Paradoxically the original response which makes no sense at all to the examiner has a better chance of being brilliant than the one he can readily understand as a pathological distortion.

In cases where an important decision remains in doubt, the most likely entry can be made with a question mark. Usually the final tally of entries is either so low or so high that the general status of the subject is clear even if the questionable entry is disregarded. Not always. If the examiner is forced to "guess", he should consider whether the requirements of his particular situation are such that all possible problem cases should be detected at the risk of including some adjusted individuals, or whether it is better to let some problems slip by rather than penalize adequate subjects unduly. In classifying the freshmen at Sarah Lawrence, for instance, I prefer to call attention to all possible problems so that they may receive further study. In advising about admission to college, however, the applicant is given the benefit of the doubt.

5. Dd (+) (i.e. dd, di, de, dr)

(+).....10 to 25% of total R

(++).....25 to 50% of total R

(+++).....a) Over 50% of total R

b) Over 25% of total R if stereotyped, i.e. if more than half of Dd are di or de or dr or the same type of dd.

6. S (+)

(+).....a) 2 to 4 common space responses, but not more than 20% of total R. (e.g. spinning top in II, vase in VII or IX) Count additional S as one-half.

b) 2 or 3 original space responses, but not more than 10% of total R.

(++).....a) 5 to 7 common space responses, but not more than 30% of total R.

b) 4 or 5 original space responses, but not more than 20% of total R.

(+++).....a) More than 8 common space responses, or more than 30% of total R.

b) More than 6 original space responses, but not more than 20% of total R.

Note - If common and original space responses both appear, follow proportions given under a), but count originals double.

7. Succession (r, l)

(r).....Enter only for definitely rigid succession where there is evidence of a clear need to follow a plan.

(l).....loose succession as usually defined.

(11).....confused succession.

Content

8. P, Com (-)

(-).....a) 3 populars or less

b) Very few common responses (e.g. figures in VII, Eiffel tower in X) even though populars are normal.

(--).....a) Only one P

b) Not over 10% common responses even though P is only moderately reduced, i.e. up to 3 P.

(---).....No P, less than 3 common responses.

9. O (+,B)

(+).....Over 50% of total R original responses.

(++).....Over 75% of total R original responses.

Note - B may be entered alone if the number of original responses is not excessive but their quality is poor, or it can be added to the notation of numerical excess.

B.....a) Over 50% of original responses definitely poor form, but not very bad. (see discussion under W.)

b) A few very bad originals, even one original that is really bizarre. This judgment may refer to extreme inappropriateness of content as well as to actually bad form.

10. Art and Sex (+)

(+).....a) 2 responses in especially significant locations (e.g. lungs as first or second response in II, organs in VIII). X-rays not included.

b) 3 or 4 moderately "significant" responses (e.g. stomach for red in III, sex organs not commonly seen, etc.)

c) 4 to 6 vague or very common responses, such as pelvic bones, skeletons, skulls, etc., sex organs in VI unless there is evidence of conflict, etc.

(++).....a) 3 or 4 responses as above

b) 5 to 7 "

c) 7 to 10 "

(+++).....a) More than 5 responses as above

b) More than 7 "

c) More than 11 "

Note - When several types of response are present, enter according to proportion under b), but count b) and c) types as 1/2.

In the shorter protocol these figures become more important, but since with a small number of R they will involve an entry for restriction in range of content as well, no special provision need be made here.

Allow considerable latitude for special study in the field of biology or "sophistication" about sex. Refined At and sex responses given without evidence of conflict should be circled in scoring and penalized only when an excessive number entails restriction in range as above. (Examples of conflict are, deterioration in form level, or giving a sex response first in any card except VI) Good sex responses are likely to be dd or dr. If even moderately excessive they will contribute toward a check for Dd, an appropriate penalty for a preoccupation with special content to such an extent that the natural spatial configuration of the blots is sacrificed.

11. Range (+)

(+).....Enter only if the range of content categories is extremely wide and scattered. To be determined by inspection. Not a common entry.

(-).....a) Ad and Hd 25 to 50% of total R; 15 to 35% if A and H are absent.

b) Animal responses 60 to 80% of total R.

c) Animal plus human responses 75 to 90% of total R.

d) Over 25% of any other single but fairly common type of response (e.g. maps, drawings, refined anatomy responses by a specialist, etc.)

e) Highly individual concepts repeated 3 times (e.g. corsets, hand pushing people down, etc.)

(--).....a) Ad and Hd 50 to 75%; 35 to 50% if H and A are reduced.

b) Animal responses 80 to 90%

c) Animal and human responses 90 to 95%.

d) Over 50% of other types of response.

e) Individual concepts repeated 4 to 6 times.

(---).....a) Over 75% Hd and Ad; 50% if H and A are reduced.

b) A% over 90

c) Animal and human responses given almost exclusively.

d) Over 75% of any other type of response.

e) Individual concept repeated more than 7 times.

Note - For qualitative purposes note type of stereotyping to left of notation column. If two types of stereotyping occur in the same protocol to the designated degree, enter a check for both (e.g. stereotyped maps, etc., plus repe-

tition of highly individual concepts. Do not, however, enter a check for both excessive Ad and Hd and excess of animal and human responses. In fact if H and A are present in sufficient quantity to warrant entering a check for c) the usual significance of many Hd and Ad is lost and the problem is merely one of over-emphasis on living creatures.

12. F% (+, -)

(+).....50 to 75%

(++).....75 to 90%

(+++).....Over 90%

(-).....Below 15%

(--).....Below 10%, if less than two thirds of the responses are Fc, FK, FC, or good movement responses.

Discussion - Lack of pure form responses is not a serious hazard to adjustment provided the element of rational control is strongly represented in the manner of using the more "emotional" determinants.

13. F (B, V, E*).

Note:- This entry refers to the form level of all responses, not merely those scored F.

B.....a) 3 very poor forms, or even 1 extremely poor or "contaminated" response.

b) 20 to 40% moderately poor forms.

BB.....a) More than 4 very poor forms, or 2 extremely poor.

b) More than 40% moderately poor forms.

V.....a) 3 explosive or evasive forms in significant places (e.g. erupting volcano or "rocks" as first response in II).

b) 30 to 40% of total R of the vague, formless variety.

VV.....a) More than 4 responses as above in a)

b) More than 40% " in b)

E*.....a) More than 40% finicking F responses.

b) Almost no F- or V responses even if Form is not markedly over-exact

VB.....As described under W, enter if the sum of V responses plus twice that of B responses lies between 30% and 40%. Count as only one entry in the final tally.

*E stands for exact, that is, over-exact. It is entered when much attention is paid to finicking evidence for the response, or where the search for accuracy limits response to the meticulous dd, or both. Or where practically every response is average or above in accuracy. Or where the subject regularly insists upon the two-ness of his observations or repeatedly examines the symmetry of the blots, etc.

VVE, VEE..This entry is characteristic of compulsiveness with explosive trends or a tendency to "evaporate". The degree of the condition and the preponderance of compulsive control are suggested by the combination of V and E. Three checks should be reserved for a really serious neurotic picture.

BBE.....This entry should be reserved for the variability in form level suggestive of early schizophrenia. Criteria for E may be relaxed somewhat, that is, extremely bizarre forms combined with forms which are merely very good and not really over-exact.

Note:- B and V or E may both be entered, of course, if criteria for both are fulfilled and counted separately.

Discussion - It is, of course, not necessary to keep all the following points in mind in filling out the check list. I shall discuss the possible contingencies at some length to show how a certain weighting and patterning of scores takes place automatically when the list of bad "signs" is based upon a balanced and comprehensive survey of the personality. The total sum really represents more than an addition of isolated signs.

Discussion - Since poor form quality is penalized with one B under W, O, M, and FC, it is interesting to consider the effect of making a further entry here regardless of where the poor form occurs. Reflection on the possible contingencies suggests that the entry here serves either to weight very undesirable types of response or to indicate lack of resources for dealing with other problems. As follows: a) If bad form is confined to responses scored WMO or WMFCO the same "badness"is entered in four places, i.e. under W, M, O, and F. But the appearance of several such responses deserves to be heavily weighted since they are the most expressive of deep attitudes. b) If bad form is scattered among these relatively significant categories the clinical picture is no more favorable and can well be weighted by another entry here. Frequent scores of WF-, DM-, dr O-, DFC- suggest a personality markedly lacking in any good resources, even though the responses taken singly are not very bad. c) If poor form is confined to one of these areas (or two, since F- is frequently O) it is not enetered again here unless extreme. e.g. a few insubstantial W's in an otherwise good protocol will receive only the one check under W. If W was over-emphasized as well as vague, there may be enough of these responses to make 30% of total R - but again such a contingency deserves an extra check. d) If poor form was confined to F responses or the essentially vague c and C responses it receives a check only at this point. As regards the total protocol this means either that M and FC responses were adequate, in which case the subject doubtless has good capacity for absorbing his difficulties, or that M and FC were absent, in which case he is penalized by (--) instead of B and the check here adds to an already dubious picture the further factor of poor rational control. e) Poor form distributed over the whole protocol will suggest no more than a tendency to sloppy or inadequate thinking if the distribution of determinants and location is good. In conjunction with difficulties elsewhere such carelessness or incapacity certainly implies a further impairment of the subject's ability to function well in spite of his problems.

14. Shading Shock (+,-) See criteria for color shock, item 23.

15. FK, Fc (+ -)

(+).....If over 50% of R fall into either or both of these categories in any combination. For qualitative purposes enter FK and/or Fc to the left of the scoring column if over 25%.

(-).....If not more than 1 Fc is present (exception: one really good Fc, main or strong additional, is sufficient in a protocol of less than 15 R.) No penalty for omission of FK.

(--).....If FC is also entered as minus (-).

Discussion - FK and Fc are usually favorable signs and are therefore entered only if so excessive as to suggest a sort of stereotyping of this type of response. Qualitatively they are important indicators of the kind of adjustment. When excessive, or even when moderately over-emphasized in the absence of FC, they usually represent a compensatory adaptation, but one which usually "works" fairly well.

It is rarely possible to score absence of Fc with certainty in the group protocol. If at least 2 responses are present which are often seen as Fc, the (-) entry should not be made, even when there is no positive evidence that the shading was used.

Absence of Fc is not necessarily a very bad sign in itself. Coupled with absence of FC it suggests a serious lack in tempered social relations.

16. c (+)

(+).....a) 2 or 3 wholly undifferentiated c (1 if R $>$ 15; 3 or 4 if R $<$ 50) e.g. mud, dirt, stone, spilled ink, fur. Count strong additionals as one, others as 1/2.

b) 4 or 5 poorly differentiated Fc (2 if R $<$ 15; 5 or 6 if R $>$ 50) e.g. surface of the moon, fur if animal is specified, stones if contours contribute to concept.

(++).....a) 4 or 5 undifferentiated c (adjust to number of R)

b) 7 or 8 poorly differentiated Fc (")

(+++)...a) Over 6 undifferentiated c (")

b) Over 9 poorly differentiated Fc (" "

Note:- When both types of c occur, follow proportions given under a) but count undifferentiated c double.

Additional c is almost always strong or equivalent to main c except as an incidental completion to a good form, e.g. figures standing on rocks in VII. (It is doubtful whether the rocks should even be scored additional cF in such a response unless the subject spontaneously emphasized the texture.) Therefore it is usually counted as one. Small c additional to pure color is not counted under c at all, as it seems rather to mitigate the explosiveness of the color than to contribute an explosiveness of its own (e.g. blue velvet in VIII).

c as used here includes Klopfer's cF.

17. K', k (+)

(+).....2 or 3 K or k, KF or kF, in any combination. (1 or 2 if R<15; 3 or 4 if R>50) Count strong additionals as one, other additionals as 1/2. See illustration on p. 14.

(++).....4 or 5 such responses, adjusted to length of protocol.

(+++).....More than 6 such responses, "

Note:- For qualitative purposes enter distinction between K and k to the left of the notation column.

18. C' (+)

(+).....a) 2 or 3 undifferentiated C' responses or emotionally toned FC' e.g. the bat is ominous because it is so dark. (1 if R>15; 3 or 4 if R>50)

b) 4 or 5 FC' (2 or e if R>15; 5 or 6 if R>50) Count additionals as one unless given for small portion of response, e.g. black snouts on animals in VII. In such cases count 1/2.

(++).....a) 4 or 5 C' as above. Adjust for length.

b) 6 to 8 FC' as above

(+++).....a) More than 6C'

b) More than 9 FC'

c) Criteria under (++) if total color is (-)

Note:- When both types of C' response occur, follow proportions given under a), but count the b) type of response as 1/2.

19. M (+, -, B, r, d)

(+).....30 to 40% (5 or 6 M if R<15; 8 to 10M if R>50)

(++).....40 to 60% (7 to 10 M if R<15; 11 to 13 M if R>50)

(+++).....Over 60% (more than above)

(-).....2M, (1 M if R<15; 2 or 3 if R>50)

(--).....1M or no M (no M if R<15)

Note:- B,r,d may be entered alone or in combination with any of the signs above.

B.....a) If over half of the M are definitely poor in form, but not very bad (e.g. girl taking a nose dive, red lateral blots in III is at the top level of B)

b) If less than half, or even one, is extremely poor form (e.g. top gray of X as a man with white apron and blue bed-room slippers

walking between pink clouds).

r (rigid, restricted) If over half of M are described as the action of statues, marionettes, drawings, etc. (probably should not be scored M at all unless lively action is described or other M are present and there is evidence of inhibition.) or if M is extremely passive or rigid (e.g. sleeping figures in V, figure standing with legs together in 1.) Scored (M).

d(detail).. If over half of M are confined to human details (e.g. kicking feet in IV) Scored Md.

Note: Often r and d appear together. If the sum of r and d in any combination exceeds 50% of M enter (rd) but count as only one check.

20. FM, FM:M (+ -)

(+).....a) M (--), FM > 3 or 4

b) FM:M > 2:1

(++).....a) M (--), FM > 5 to 8

b) FM:M > 3:1

(+++).....a) M (--), FM > 9

b) F:M > 4:1

(-).....a) Not more than one common FM or 2 additional or faint FM (common FM-spontaneous flying bats, walking or climbing animals in VIII, etc.)

b) M: FM > 4:1

(--).....FM (-) if there is over emphasis of M

Note:- Count 1/2 for additional FM and faint FM such as "flying" bat elicited with difficulty in inquiry; moderate action of stuffed animals, book ends, etc. Discussion: Like CF, absence of FM is not a very bad sign in itself. Alone one minus sign serves as weighting of general lack of movement; in conjunction with M as an indication of relatively adapted handling of a problem. Absence of FM in conjunction with over-emphasis on m suggests a more serious problem (--), whether M is present nor not.

21. m (+)

(+).....If 2 or 3 main m are present, or 10 to 20% of total R when R > 30. Count additional m as one half.

(++).....4 or 5 main m, or 20 to 40% when R > 30

(+++).....more than 6 main m, or over 40%

Note:- Additional m for facial expression are not included here, since in the absence of M they usually suggest a mitigation of the lack rather than a further

indication of trouble and they never represent a real hazard to adjustment. They are circled in scoring, and are included in the tally of "total movement". Their mitigating effect may sometimes prevent the entering of a check there. They rightfully emphasize the tendency to excessive movement in the subject with many M and FM who apparently can see nothing with static objectivity.

22. Total movement (+, -)

(+).....40 to 60%

(++).....60 to 75%

(+++).....Over 75%

(-).....5 to 10% (2 movement responses if R <15)

(--).....1 to 5% (1 movement response if R <15)

(-+-).....Total absence of movement

Discussion - In this entry every response involving movement is counted, M, FM, m and additionals. Its purpose is an estimation of the extent to which the subject tends to "emphasize", to project movement into the blots, regardless of the quality of his projections or even whether they are blocked or healthily subordinated to other considerations. In rough evaluation the cumulative effect of this tendency in simple quantitative terms (or its absence) seems quite as important as indication of its quality. A wide "normal range" is allowed (10 to 40% of total R).

23. Color Shock (✓) or (+, -)

Note:- In quick screening work where no qualitative picture of the personality is desired, the examiner may prefer to dispense with the refinements described below and simply enter 1, 2, or 3 checks (✓) for any type of color shock. The use of plus or minus signs or combinations of the two follows out the intention of making the check list a graphic picture of the personality. The plus sign in the color area means that color was used more than is usual, the minus sign means that it was used less. Entering a plus for color shock means, therefore, that the shock was expressed through some overt reaction to the color, and that color was used in the responses. The minus sign means blocking. Color was not actually used, and its effect was seen only in changed reaction to the cards. Very often the protocol contains a mixture of overt and blocked responses to color, expressed by the signs (±) and (∓). The sign descriptive of the initial reaction is placed on top. Such signs count as only one check, degree of color shock being expressed as usual by entering 1, 2, or 3 checks of any variety.

Criteria for plus and minus signs follow. If the simple check (✓) is used, the criteria may be used disregarding the sign.

Overt Color Shock (+)

1 - Qualitative comments on the color - Ranging from "this one's colored" to elaborate aesthetic discussion. Score (±) if color is not actually used within the first three responses. In general the more extensive or emotionally toned the comment, the more serious the indication of color shock. Exception: the subject who talks about most of the blots and finds real responses easily.

2 - Explosive or atypically vague use of color - e.g. blood, fire, burning coal, erupting volcano in II; gross anatomy, putrescent animal remains in VIII; colored maps, designs, symbols, dirty palette, sunset, autumn, etc. Score (+) if the explosive response is followed by retreat from color, for instance several rigid or evasiveF. Color shock is present even though the subject finally succeeds in giving good FC. In general the more explosive or formless the color responses, the more rigid or evasive the F, the more severe is the color shock. Sometimes an evasive F is given first, e.g. "rocks...volcano erupting fire and smoke". In such cases the entry is (∓). Exception: the protocol which is so universally formless or explosive or evasive that the reaction does not seem attributable to color as such. Responses to the colored cards should always be compared with responses to the rest of the series. Shock should always imply a specific reaction to the color.

3 - Initial or strongly emphasized response to colored details in II and III, or confining color responses to red in VIII, IX and X. Score (+) if color is not used. This is always somewhat indicative of unadjusted reaction to the color, and is more serious if mental approach is typically W; if not more than one response to other than the red areas is given; or if the form level of responses in the red areas is markedly poor.

4 - Marked increase or decrease in number of responses to colored cards when color is used. (R in VIII, IX, X > 50% or < 20%) This item by itself contributes only mildly to the diagnosis of color shock and if no other signs of special reaction to the color are present it should receive no more than one check no matter how extreme. The sign of the entry is determined by whether or not color is used, not by whether increase or decrease in number of R is observed. The item is qualitatively important as suggestive of increased or diminished reactivity to the outside world, but if the quality of the reaction is adequate, this difference in orientation probably has relatively little significance for general adjustment; indeed it often suggests a workable compensation for difficulties in the color area.

5 - Deterioration in form quality in colored cards when color is used - In the group protocol this sign is especially useful, since many of the familiar indications of shock (delay, postural tension, giggling, etc.) are lost and the more specific signs of trouble already discussed are of relatively infrequent occurrence. See discussion of form level under W. Again a few very poor responses or a large percentage of moderately poor form responses are considered significant. They are of course indicative of color shock only when the form disturbance is exaggerated in the colored cards, but then it should be given special weight as one of the most sensitive indicators.

6 - Marked difference in content or use of other determinants in the colored cards when color is used. Abrupt absence of human and animal content, or even in M and FM as distinguished from profiles, etc. is not infrequent. Less common is an increase in M with the color. Sudden accumulation of FM in X is very common and is probably due more to the easy D responses than to color. It is not significant unless FM has been markedly absent elsewhere. Pronounced shift from M to FM should be noted, e.g. failure to see even the common witches in IX by a subject who has demonstrated facility with M earlier. Increase in F is usually a corollary of decrease in movement, but may sometimes replace the more refined FK and Fc responses. If form level is well preserved, these variations indicate special forms of adaptation rather than serious mal-adjustment. They should not carry heavy weight in determining color shock, and if they appear with no other signs should never receive more than one check no matter how extreme.

Blocked reaction to color (-)

1 - Delayed response - Not available in group protocols, but the best single indicator in individual administration. Score (∓) if delay is followed by an explosive color response.

2 - Shift in mental approach when color is not used, especially when red is not selected or is definitely avoided. VIII, IX, and X are relatively hard to see as W, so much latitude must be permitted, provided D rather than d or dd is used initially and subject has not previously demonstrated a W compulsion. The subject with predilection for very accurate F will find W practically impossible in these cards and should not be penalized here for Detail responses which represent a search for accuracy rather than a reaction against color.

Clear avoidance of the red (affect shyness) is a modified form of color shock of considerable importance in qualitative interpretation. It should contribute only moderately to a diagnosis of color shock, and if it occurs with no other signs of shock should never rate more than one check. Mere preference for the paler colors, if not all but exclusive of the red, should not be entered on the check list at all, as it suggests an adapted form of difficulty, unlikely to interfere significantly with adjustment.

3 - Refusal, marked increase or decrease in number of R in colored cards with little or no use of color. Refusal of II or VIII automatically means (---) if no other cards are refused. A spontaneous response after encouragement or during the inquiry may reduce the entry to (--) provided color is well used. See above #4 for discussion of shift in number of responses. A plus sign may be superimposed on one of the minus signs if refusal is followed by explosive color reaction after encouragement or in the next card.

4 - Deterioration in form quality, shift in content, etc. as above are entered (-) if color is not used.

Summary note

The concept of color shock has been broadened slightly to include all evidence that the appearance of color as such affects the nature of the subject's reaction. This broadening seems necessary for work with group protocols. Judgment of degree of color shock is based upon so many complex indications that we have not tried to give arithmetical standards, but have merely suggested our view of the relative seriousness of various points. At least two minor indicators of shock should be present for any entry.

We have found it desirable to make a single entry rather freely. In our experience nearly half of all subjects show some sign of color shock as defined above, that is fail to take the appearance of color completely in their stride. If this is so, it becomes as valuable to make note of the subject who does not react in a slightly disturbed manner to the color as of the one who does. Qualitatively, therefore, absence of a check here has definite significance. Quantitatively the subject adjusted to the appearance of color gains some credit by virtue of the fact that he does not add to his score a check which so many subjects receive. Two checks are entered only for unquestionable color shock, and three only for very severe shock.

24. FC (-, B)

(-).....a) One main FC or one strong additional only (e.g. crawling green worms in X).

b) Two additional FC F/C, or doubtful FC (CF verging on FC like rather vague flowers, well-differentiated landscapes or responses frequently seen as FC with no positive evidence for the score in the group protocol.)

(--).....a) Definitely no main FC.

b) Not more than one additional or doubtful FC

Note - B may be entered alone or added to a minus sign.

B.....a) Form is definitely poor but not very bad in 3 or more of the FC responses (e.g. blue-eyed face in X)

b) One or more response showing clear FC effort and very bad form.

25. CF:FC (+,-)

(+).....a) FC (-), 2 or 3 strong CF or whole CF responses (e.g. fire, blood, sunset, vague anatomical drawing, colored fountain, etc.) Count 1/2 for additional CF (unless strong), CF verging on FC and doubtful scorings.

b) CF:FC=2:1, but less than 3:1, if FC is more than 1.

(++).....a) FC (-), 4 or 5 strong CF or equivalent.

b) CF:FC=3:1, if FC is more than 1.

(+++).....a) FC (-) 6 or more strong CF or equivalent

b) CF: FC$\rangle$ 4:1, if FC is more than 1.

(-).....a) No main CF, not more than 1 additional CF, whether FC is present or not.

b) FC:CF$\rangle$ 4:1

Discussion: A single (+) occurs quite often, at least in a group of adolescent girls. Two checks should mean a rather definite imbalance, and 3 an extreme condition. Only one minus check is entered, no matter what the situation, since absence of CF represents little real hazard to adjustment. An excess of FC is indicative of problem which is being handled reasonably well as a rule. If FC is also absent the minus sign merely contributes to the weighting of general absence of color.

26. C$\rangle$1, Cn

Note:- C includes color description and color symbolism as well as the undifferentiated color response. The latter practically never occurs in normal protocols. Count double when it appears. Count additional and doubtful responses one half, as above.

(+).....2 differentiated color responses, one pure color.

(++).....3 differentiated color responses, 2 pure color, 1 color naming.

(+++).....4 or more, 3 or more, 2 or more as above.

27. Total Color (+, -)

(+).....30 to 40% of total R

(++).....40 to 60% of total R

(+++).....More than 60%

(-).....2 responses using color or not more than 10% of total R, except in very short protocol.

(--).....Not more than 1 response using color.

Discussion: No distinction is made as to main or additional responses or quality of color response. Like Movement (+, -) this item is a measure of the tendency to respond to the determinant, regardless of how well the responsiveness is controlled. The normal range is wide, including one check as normally deviant. (Color responses are possible in only half of the cards. If they total around 50% it means therefore, that color was used in practically every possible place, or that the number of responses was markedly increased in the colored cards.) Over- and under- responsiveness is in itself an indication of some disequilibrium. The subject who is merely highly extraversive in a controlled and balanced way will receive only one or two checks for the whole color area, i.e. for this item. For subjects who show much poor use of color, the checks serve as a further weighting; whereas poor use of color which is not a quantitatively prominent feature of the protocol can be observed in the absence of a check here.

28. Color:Movement (+, -)

(+).....Total color twice as great as total movement. (See items 22 and 27)

(++).....Total color three times as great as total movement.

(+++).....Total color four times or more as great as total movement.

U.....Absence of FC or (CF C):FC > 3:1, if any of the foregoing plus entries is made.

(-).....Total movement twice as great as total color.

(--).....Total movement three times as great as total color.

(---).....Total movement four times or more as great as total color.

U.....Absence of M or (FM + m): M > 3:1, if any of the foregoing minus entries is made.

Discussion: We offer these criteria with hesitation. It may be that the usual M:sum C would be preferable to total movement: total color. In our group, possibly because of the age factor, the less developed forms of movement and color often seem to serve quite well as representatives of the determinant. 2M, 6FM, 2M: 2FC, 4CF, 1Csym can suggest no more than some immaturity in a girl with lively, essentially well-balanced emotional resources. By our criteria she rates approximately ambiequal, but would be heavily extraverted by the M:sum C standard. On the other hand the girl with many M and a number of CF or C may rate close to ambiequal by the latter standard, whereas by our criteria plentiful FM, m and additionals may indicate a terrific introversive trend, very imperfectly balanced by several explosive color responses. Very often in such cases many of the M are 0-, indicative of narcissistic attitudes rather than inner stability and maturity. In our experience the greatest hazard to adjustment lies in a marked imbalance between the general responsiveness to movement and color rather than in type of responsiveness. It has seemed desirable, however, to record and to penalize serious lack of the more developed forms of responsiveness in the emphasized area. Absence of M or FC may not be particularly important if the movement or color play a relatively subsidiary role in the personality structure. Instability in the major line of reaction is always serious. Hence the addition of (U) for an excessive proportion of unsatisfactory responses on the over-emphasized side.

RORSCHACH INSPECTION RECORD

Name.....Date of test.....Adjustment Rating.....

Sex.....Age.....Occupation.....

	Check List		Personality Description
	Number of R		
	T/R) 60" (30" (+,-)		
	Refusal (✓)		
LOCATION	W (+,-,V,B)		
	Dd (+)		
	S (+)		
	Suc (r,l)		
CONTENT	P, Com (-)		
	O (+,B)		
	At, Sex (+)		
	Range (+,-)		
FORM	F% (+,-)		
	F (V,B,E)		
SHADING	Shading Shock (±) (✓)		
	FK, Fc (+,-)		
	c (+)		
	C' (+)		
	K,k (+)		
MOVEMENT	M (+,-,B,r,d)		
	FM,FM:M (+,-)		
	m (+)		
	Total Movement (+,-)		
COLOR	Color Shock (±) (✓)		Qualitative Observations on Performance
	FC (-,B)		
	CF, CF:FC (+,-)		
	C)l, Cn (+)		
	Total Color (+,-)		
	Color: Movement (+,-)		
	Total Number of Checks		

Note: The check list may be mimeographed by the user, or copies can be obtained at fifty cents a hundred plus postage from Ruth Munroe, 130 East 67 Street, New York City.

RORSCHACH REACTIONS IN EARLY CHILDHOOD

Part Three

CONTENT AND DETAILS IN PRE-SCHOOL RECORDS

Pauline G. Vorhaus, M.A.

The first of the articles in this series (1) was in the nature of an over-all view of the field; an examination into various emerging patterns, and a sign-post to the direction which further inquiry might profitably take. The other two articles follow this suggested path, the second (2) by an attempt to ascertain the development of certain cognitive factors, particularly as revealed in an analysis of location scores; the present paper, by a detailed examination into the most frequently used areas, from the point of view of form level and content, and with an eye to noting significant age differences.

The 138 children who served as subjects for the present, as well as for the previous investigations are distributed as follows as to age and sex:

Age Group	No. of Children	Percentage of Total Group
2----2-11	13	10
3----3-11	37	27
4----4-11	41	30
5----5-11	26	18
6----6-11	21	15

I- Frequently Used Details

The problem here is to determine to what extent pre-school children respond perceptually to the same configurational units as does the unselected sample whose location choices were made the basis for the Klopfer and Kelley list of Usual Large and Small Details*(4). This list was applied to those pre-school responses which concerned a part, as distinct from the whole card. Table I shows the order of frequency of occurence of these details for both the unselected sample and the children's group (hereafter referred to in this paper as Groups I and II.)

Table I

Order of Frequency in Use of Large and Small Normal Details by Adults and by Pre-School Children

Card	Description	Approximate Order of Frequency of Adult Use	Order of Frequency Used by Pre-School Children	Actual Frequency of Use by Pre-School Children
		Large Usual Detail (D)		
I	Entire Center	1	2	6
	Entire side	2	1	9
	Lower Center (without lighter gray)	3	0	0
	Entire lower Center	4	0	0
	Upper Side	5	0	0
	Upper Third of Center	6	0	0

*The Rorschach Technique (pp. 95-99)

Table I Cont'd.

Card	Description	Approximate Order of Frequency of Adult Use	Order of Frequency Used by Pre-School Children	Actual Frequency of Use by Pre-School Children
		Small Usual Detail (d)		
I	Upper Outer Projections	1	3.5	1
	Lower Side	2	0	0
	Upper, inner, claw-like extensions	3	1.5	2
	Uppermost projections	4	1.5	2
	Upper innermost details	5	0	0
	Bottom projection	6	3.5	1
	Small knob-like extension at lower side	7	0	0
		Large Usual Detail (D)		
II	Lower Red	1	2	22
	Upper Red	2	1	36
	Entire Side Black	3	0	0
	Upper Portion of Black	4	0	0
		Small Usual Detail (d)		
	Upper Center	1	1	6
	Bottom Outer Projection	2	0	0
	Bottom Projection Adjacent to preceding d	3	0	0
	Upper side projection	4	0	0
		Large Usual Detail (D)		
III	Inner Red	1	1	34
	Outer Red	2	2	21
	Entire Lower Center	3	6	1
	Lower Center Black	4	3.5	4
	Lower Side Black	5	3.5	4
	Upper Side Black	6	5	2
	Middle Side Black	7	0	0
	One of Two Human Figures	8	0	0
	Lower Center Light Gray	9	0	0
		Small Usual Detail (d)		
	Bottom Side Portion	1	2	4
	Top Side Black	2	1	5
	Side Black Lateral Protrusion (usually V)	3	3	1
		Large Usual Detail (D)		
IV	Lower Center	1	1	8
	Lower Side Black and Gray	2	2	4
	Lower Side Light Gray	3	4.5	1
	Entire Vertical Dark Center	4	3	2
	Inner Dark Side Detail	5	4.5	1
		Large Usual Detail (D)		
V	Entire Side	1	2	5
	Center Vertical (rabbit)	2	1	17
		Small Usual Detail (d)		
	Bottom (tweezers)	1	1	9
	Side Extension (leg)	2	2	6
	Top (rabbits head)	3	3	4
	Contour lower side (profile)	4	0	0

Table I Cont'd.

Card	Description	Approximate Order of Frequency of Adult Use	Order of Frequency Used by Pre-School Children	Actual Frequency of Use by Pre-School Children
		Large Usual Detail (D)		
VI	Entire Lower Portion (or half)	1	0	0
	Entire Upper Portion	2	1	19
	Upper Black of Center (Column (snake)	3	3	3
	Entire Dark Vertical Center	4	2	7
	Lighter Part of Upper Portion (wings)	5	4	1
		Small Usual Detail (d)		
	Uppermost Detail (snake's head)	1	2	3
	Lower Lateral Extensions (dog's head)	2	1	4
	Inner Light Gray Ovals (Mice)	3	3	1
	Bottom Inner Projections (birds)	4	0	0
		Large Usual Detail (D)		
VII	Entire Bottom Portion	1	2	18
	Middle Third (mask)	2	4	2
	Upper Third (heads)	3	3	5
	Upper Two Thirds (dog)	4	1	20
		Small Usual Detail (d)		
	Dark Center Bottom (canal)	1	1	3
	Top Projections (tail)	2	2	2
	Light Gray Projections on Top Third (icicles)	3	0	0
		Large Usual Detail (D)		
VIII	Side Pink (Animals)	1	1	64
	Lower Pink & Orange	2	2	10
	Top Gray Portion	3	3	9
	Middle Blue " (Flags)	4	4	8
	Rib-like Figure in Upper Center (Spine)	5	0	0
	Bottom Pink Alone	6	5.5	3
	Bottom Orange Alone	7	5.5	3
		Small Usual Detail (d)		
	Lateral Extensions of Bottom Orange	1	1	1
		Large Usual Detail (D)		
IX	Green Portion	1	1	13
	Orange Portion	2	2.5	12
	Small Inner Portion at Junction of Green & Orange (deer's head)	3	6.5	1
	Lateral Pink (man's head)	4	6.5	1
	Entire Pink Plus Center Line	5	5	2
	Entire Pink or Either Half	6	2.5	12
	Center Portion Between Side Greens (skull)	7	0	0
	Center Gray Portion (candle)	8	4	5
	Inner Pink Portion (elephant's head)	9	0	0
		Small Usual Details (d)		
	Upper Inner Orange Projection (Lobster claws)	1	1	4
	Eye-like Portion in Middle	2	0	0
	Arch-like Light Orange at Top	3	0	0

Table I Cont'd.

Card	Description	Approximate Order of Frequency of Adult Use	Order of Frequency Used by Pre-School Children	Actual Frequency of Use by Pre-School Children
		Large Usual Details (D)		
X	Outer Blue (crabs)	1	2	19
	Inner Green (caterpillars)	2	7	8
	Entire Gray Portion at Top	3	5	10
	Gray "animals" on Top	4	9.5	7
	Entire Inner Green	5	12.5	5
	Outer Gray-brown Figures(Mice)	6	11	6
	Light Portion Between Inner Greens (Rabbit'ts Head)	7	3	13
	Inner Blue (birds)	8	14.5	5
	Pink Portion Separately	9	1	21
	Inner Yellow (Dogs or lions)	10	7	8
	Outer Orange (collie dogs)	11	4	12
	Inner Orange (wishbone)	12	9.5	7
	Outer Upper Green (grasshopper)	13	14.5	3
	Gray Column at Top without gray "animals"	14	7	8
	Outer Yellow	15	12.5	5
	Pink with Entire Top Gray	16	0	0
	Pink with Inner Blue	17	16	1

Graph Ia shows the Frequency distribution of details used 3 or more times by pre-school children.

An analysis of Table I and its accompanying graph (Ia) makes it clear that, in general the rank order for pre-school children and for adults corresponds fairly well. In view of this correspondence, an examination of those details (D and d) in which the rank order tends to reverse that of the unselected sample, and, as a more extreme example, of the details not used by these children at all, seems in order.

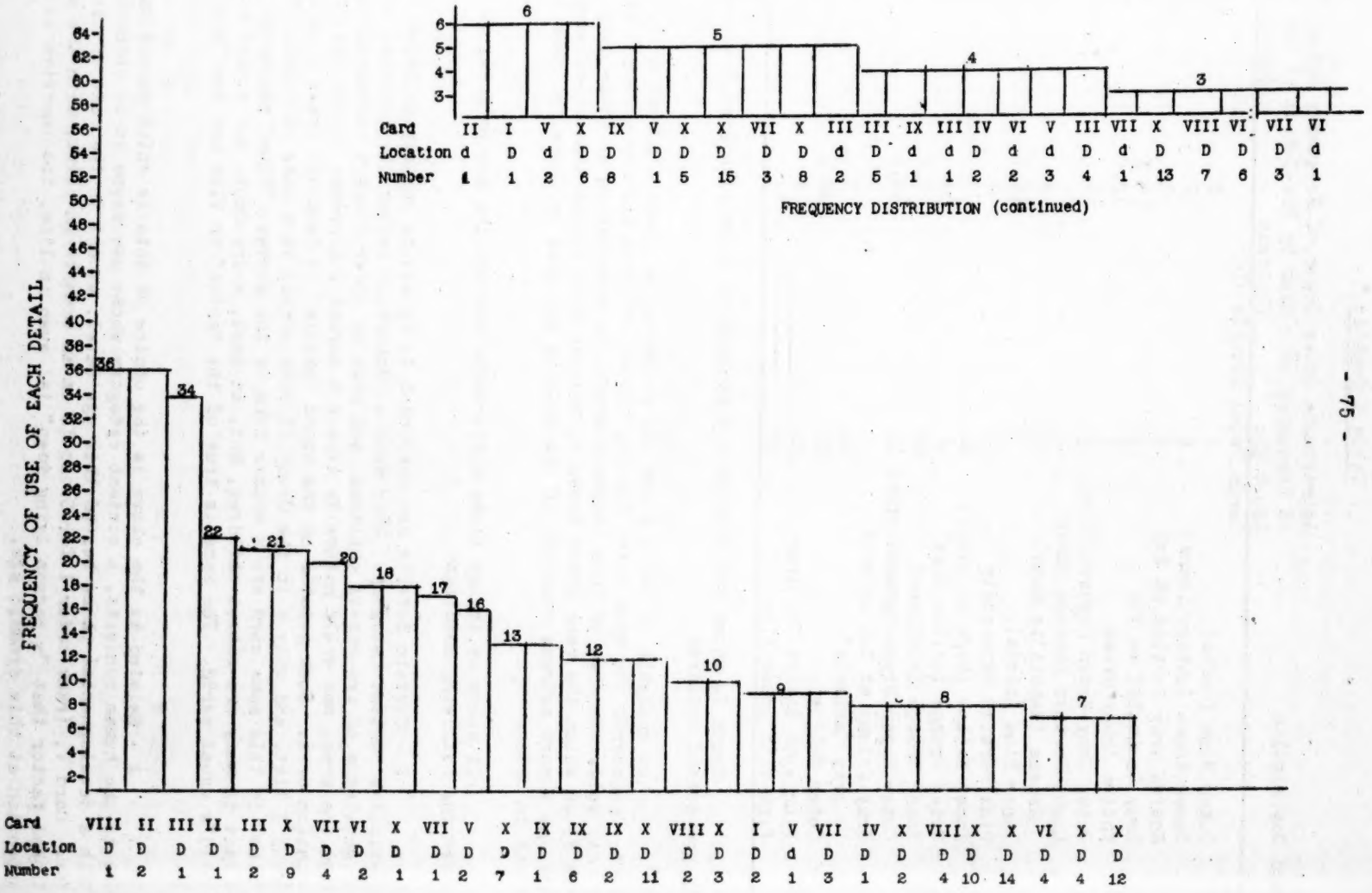
It seems as though these differences between the groups fall, in general, under the following headings:

1 - Certain details are responded to by adults largely in terms of a particular content category. When such a concept is beyond the interest range or knowledge of pre-school children, and when no other concept correspondingly fits the area, one would naturally expect a marked difference in the use of the location area. Such details as the usual "pelvis" in Card III (rank 3 on the Group I list, and only 6 in the Group II rank order) is a case in point. The "ribs" in this same card are a milder form of the above. "Ribs" are known as a fact to many pre-school children, but, at best, a dry fact, not a part of the child's usual world. The same is true of the "spine" in VIII and the "skull" in IX.

2 - Related to the above is the choice of details which depend on ability to use human concepts, a content category whose use seems to be connected with a developmental phase beyond this age level, except in the case of the gifted few. Card V, (rank order 1 for Group I) is an example in point, with the additional factor that "a person lying down" is, even in life, too inactive to merit attention at this dynamic age.

GRAPH I-a

FREQUENCY DISTRIBUTION OF DETAILS USED 3 OR MORE TIMES
BY PRE-SCHOOL CHILDREN



FREQUENCY DISTRIBUTION (continued)

3 - Other details are responded to more frequently by Group II than by Group I because the content easily associated with them is of marked interest at this age. Examples of this are the "rabbit" (vertical center of V) which ranks 1 for Group II, being responded to more than three times as often as the detail which ranks two for this pre-school group, but takes only second place for Group I. Another example is the "rabbit's head" of X, which has third place on the pre-school list, and ranks seven for Group I. The interest in dogs likewise seems to account for the reversal of order in the D in VII (rank 1 on the Group II list, and 4 for Group I.)

4 - Details which, although configurationally distinct to Group I are beyond the pre-school reach, since they are only part of an obvious area, and hence demand too much ability to organize. Card II (the upper portion of the black) and Card III (the middle inside black) are examples of such careful "cutting off." In Card IX, D9 on the Group I list, which can only be seen as a result of this same cutting off, is also not used although the associated content, (elephant's head) would surely be of interest to young children.

5 - Details which are less conspicuous, and therefore configurationally less distinct, at the pre-school level. The four D on Card I, not used at all by pre-school children, come under this category, as does the "deer's head" of IX. Most of the d not used at all by pre-school children seem best classified here.

6 - Details which are also responded to as cut-off W by Group I and are used exlusively in this way by the pre-school group, whose tendency is a strong W over-emphasis. Card II (the black sides), Card III (the two human figures) and Card VI (the animal skin) are all-used as cut-off Ws by these children.

7 - Details which, because of size or color, are configurationally particularly prominent for this age group. Thus, Card X (the pink portion) ranks only 9 in Group I, but has first place in Group II.

An examination of other location areas frequently used by these children revealed the fact that three were responded to seven or more times. Two of these are the center white spaces in Cards II and VII, which are also frequently used by other subjects, but were not included in the above unselected list. The third area is, in a sense, also a reversal of figure and ground, since it is a response to the light grey area in Card VII, which, to the usual adult is "ground" for the vaginal symbol which is the content category most frequently used in the Group I. Two forces seem operative to make this area stand out to the child in the reverse way from what it does to the adult:

1 - On the negative side, the "usual vaginal symbol" is unknown as symbol to the child, and hence does not stand out for him.

2 - On the positive side, the over-simplified outline of a house (this dd is responded to eleven times, and always as a house) is exactly the way a pre-school child would draw it, and therefore, in spite of its smallness does stand out for him, just as does the "rabbit head" of Card X.

The fact that, symbolically speaking, one must successfully pass through the stage of concentration in the "home" in order sexually to arrive at the developmental stage represented by the d in question, lends interest to the use of this detail.

In summary,- two factors appear to be responsible for the majority of differences in the use of D and d by adults and by pre-school children:

1 - The content-interpretation to which a detail most naturally lends itself for each age group, and 2 - the ease with which an area can be segregated from the total blot.

II - Frequently Used Content

Responses given 10 or more times to a specific location area

Turning now from the distribution of details to the distribution of content within these areas, we find, just as with the use of the Usual Detail areas, that the Popular Concepts, on the whole, hold up for pre-school children as well as for adults. An examination of Table III in Part II of this series* (the percentage of children in each age group using each popular) makes it clear that every one of the adult populars is used by pre-school children. Not only are they used, but with the exception of the "caterpillars" in Card X, they are all used ten or more times. Table II, given below, gives three lists of responses which occur ten or more times, together with the percentage of each age group using the concept. The Table is divided into sections A,B, and C as follows:

A- Those responses which are the accepted populars for adults.
B- Responses not scored as popular, but frequently used by adults.
C- Responses not frequently used by adults, but frequently used by pre-school children.

Table II

Age Distribution for Responses Given Ten or More Times to the Same Area by Pre-School Children

A- Number and Percentage of Children in each age group using each Adult Popular**

Card	W or D	Content	Age Group	Number Responding	Percentage of Age Group Responding
I	W	bird, butterfly, bat	2--2-11	-	-%
			3--3-11	2	5%
			4--4-11	6	15%
			5--5-11	7	27%
			6--6-11	6	29%
II	W	2 animals	2--2-11	2	15%
			3--3-11	6	16%
			4--4-11	8	20%
			5--5-11	6	23%
			6--6-11	5	24%
III	D	bow or ribbon butterfly	2--2-11	-	-%
			3--3-11	4	11%
			4--4-11	6	15%
			5--5-11	6	24%
			6--6-11	8	38%
	W	2 people	2--2-11	2	15%
			3--3-11	3	8%
			4--4-11	10	24%
			5--5-11	5	20%
			6--6-11	3	14%

*Rorschach Research Exchange Vol. VII, No. 2, April 1943 p-73
**The Rorschach Technique, Klopfer & Kelley, World Book Co., page 179-181

Table II Cont'd

Card	W or D	Content	Age Group	Number Responding	Percentage of Age Group Responding
V	W	bird, butterfly, bat	2--2-11	3	23%
			3--3-11	8	22%
			4--4-11	14	34%
			5--5-11	14	54%
			6--6-11	12	57%
VI	W	Furry Animal	2--2-11	1	8%
			3--3-11	-	-%
			4--4-11	6	15%
			5--5-11	5	19%
			6--6-11	3	14%
VIII	D	4 Legged Animal	2--2-11	1	8%
			3--3-11	5	14%
			4--4-11	21	51%
			5--5-11	18	69%
			6--6-11	13	62%
X	D	Spider, crab, lobster	2--2-11	-	-%
			3--3-11	1	3%
			4--4-11	2	5%
			5--5-11	3	12%
			6--6-11	4	19%
	D	Head or Animal Head	2--2-11	-	-%
			3--3-11	-	-%
			4--4-11	3	7%
			5--5-11	4	15%
			6--6-11	3	14%

B- Number and Percentage of Children in each Age Group using certain Frequent Adult Responses.

I	W	Face	2--2-11	-	-%
			3--3-11	-	-%
			4--4-11	4	10%
			5--5-11	4	15%
			6--6-11	3	14%
II	D	Shoe, foot, stocking	2--2-11	-	-%
			3--3-11	-	-%
			4--4-11	2	5%
			5--5-11	7	27%
			6--6-11	2	10%
IV	W	Human Being	2--2-11	-	-%
			3--3-11	3	8%
			4--4-11	3	7%
			5--5-11	6	23%
			6--6-11	7	33%
VII	W	Clouds or Smoke	2--2-11	-	-%
			3--3-11	3	8%
			4--4-11	8	20%
			5--5-11	3	12%
			6--6-11	6	29%
X	W	Flowers	2--2-11	1	8%
			3--3-11	1	3%
			4--4-11	5	12%
			5--5-11	2	8%
			6--6-11	2	10%

Table II Cont'd

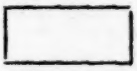
C- Responses Not Frequent Among Adults - Popular with this Group

Card	W or D	Content	Age Group	Number Responding	Percentage of Age Group Responding
I	W	Animal (dog, elephant, donkey deer, horse)	2--2-11	2	5%
			3--3-11	4	11%
			4--4-11	3	7%
			5--5-11	3	12%
			6--6-11	1	5%
I	W	Tree	2--2-11	-	-%
			3--3-11	6	15%
			4--4-11	5	12%
			5--5-11	1	4%
			6--6-11	2	10%
III	W	2 Four-legged Animals	2--2-11	2	5%
			3--3-11	7	19%
			4--4-11	10	24%
			5--5-11	7	27%
			6--6-11	7	33%
III	W	Birds	2--2-11	1	8%
			3--3-11	4	11%
			4--4-11	10	24%
			5--5-11	5	20%
			6--6-11	2	10%
IV	W	4 Legged Animal	2--2-11	2	5%
			3--3-11	6	15%
			4--4-11	10	24%
			5--5-11	6	23%
			6--6-11	11	52%
VI	W	Tree	2--2-11	-	-%
			3--3-11	9	24%
			4--4-11	8	20%
			5--5-11	3	12%
			6--6-11	2	10%
VII	dd	House	2--2-11	-	-%
			3--3-11	3	8%
			4--4-11	6	15%
			5--5-11	2	8%
			6--6-11	-	-%
VIII	W or Ẅ	Tree	2--2-11	1	8%
			3--3-11	4	11%
			4--4-11	6	15%
			5--5-11	3	12%
			6--6-11	5	24%
IX	W	Flower	2--2-11	2	5%
			3--3-11	5	14%
			4--4-11	3	7%
			5--5-11	2	8%
			6--6-11	-	-%
IX	W	Tree	2--2-11	-	-%
			3--3-11	1	3%
			4--4-11	5	12%
			5--5-11	2	8%
			6--6-11	4	19%

The chart which follows shows the percentage distribution of responses given 10 or more times, in terms of age groups.

Chart II-a

Percentage Distribution of Responses Given Ten or More Times



Responses used by less than 20% of the Group.

Responses used by Between 20-50% of the Group.

Responses used by over 50% of the Group.

Card	W or D	Concept	2--2-11	3--3-11	4--4-11	5--5-11	6--6-11
I	W	Bird, Bat, Butterfly					
I	W	Face					
I	W	Animal					
I	W	Tree					
II	W	Animals					
II	D	Shoe, Foot, Stocking					
III	W	People					
III	W	4 Legged As.					
III	W	Birds					
III	D	Bow					
III	D	Butterfly					
IV	W	Human Being					
IV	W	4 Legged As.					
V	W	Bird, Bat, Butterfly					
VI	W	Furry A					
VI	W	Tree					
VII	W	Clouds, Smoke					
VII	dd	House					
VIII	W	Tree					
VIII	D	4 Legged As.					
IX	W	Flower					
IX	W	Tree					
X	W	Flower					
X	D	Spider, crab, lobster					
X	D	Head, A.Head					

The results of this Table and of the accompanying chart may be evaluated under three headings:

1- Responses in which a trend towards increased use of the popular concept is consistent with increase in age.

2- Responses in which a peak is reached at a certain age level, followed by a steady decrease in the use of that popular.

3- Responses in which no pattern is discernible.

(1) The increase noted here occurs not alone as an increase in percentage of responses from less than 20% to more than 50%. It occurs also in the use of certain concepts which, while not responded to by more than 20% of any age group, show within the limits of that 20% a steady increase with age. It is seen also in that, at the two year level, only one response is used by more than 20% of the children- at the three year level, two responses are so used,- at four years there are nine such responses (one of them used by more than 50% of the group), at five years, the number is raised to eleven (two of them being used by over 50% of the group), and at six, there are ten such responses, three being used by over 50% of the group.

There is thus evidence that, in these years, the child is gradually developing the capacity to think, in certain respects, as the group thinks,- to be able to see eye to eye with other people.

(2) It seems as though in those concepts which reach a peak and then drop we are dealing with a situation where a certain response is usual, and hence "good" up to, and culminating at a certain age. When, however, that response is given after that age, and increasingly with additional years, its use seems to indicate retardation.

Three other responses seem, with some modification, to fall into this category. They are "clouds" to the W of II,-"animal" to the W of I, and "tree" to the W of IX. In all three cases a peak is reached, followed by a decline, with, however, an upswing at the six year level. The possible significance of this must await further large scale study.

(3) An analysis of the responses in which no pattern is discernible offers some interesting data, although the number of these responses is too small to make it possible to draw any conclusions.

The first is to the cut-off W of Card III, responded to as "people". Here the trend is in the use of determinants rather than in the use of the popular response as such, the change from F to M showing a consistent upward direction, increasing with age. The 15% of the two year old children who use this response all use F. At four years, 24% of the children use the concept, 70% still using F, but 30% use M. At five years, of the 20% who use the concept, only one-fifth use F, while four-fifth use M,- and at six, while only 14% of the group use the concept, the responses given are all M. In the light of this, the decrease after four years, corresponding to a decrease in the use of F becomes understandable, since on a pre-school level only gifted children use M, the others being too "old" for F and not yet advanced enough for M.

The other responses which show no trend as to the popular usage are the "furry animal" of VI, the "flower" of X, and the "animal" of I.

The response "animal" to Card I has already been referred to as the only frequently used child's response which seems arbitrary from the adult point of view, and therefore cannot be evaluated. The "furry animal" of VI, and the "flower" of X, tying up, as they do, with shading and color, may well be connected more with emotional than chronological age, and hence show no chronological pattern.

Four responses, while used less than 10 times, are used by 20% of the children in one particular age group. They are listed below:

Card	W or D	Concept	Age
II	D 1	Fire	5
VI	W	Cat	5
VII	D 4	Animal	6
X	W	Tree	2

One further measure was applied in analyzing these frequently used concepts. In the case of responses used 10 or more times, by the group as a whole, its average use per child in each age group was computed. The results show a trend towards a greater use of these concepts, or a greater ability to see eye with one's chronological group, which increases consistently with age. The result is given below:

Age	Responses Per Child
2---2-11	1.5
3---3-11	2.3
4---4-11	4.0
5---5-11	5.0
6---6-11	5.3

III - Original Concepts

Responses relevant to the stimulus material, but occuring only one or two times in the 138 records are listed below as Original Responses, fitting the accepted definition of an original response as one which occurs only once in a hundred records.*

Table III

Pre-School Originals (Relevant Responses Used Only One or Two Times)

Card	W,D or d	Response	Card	W,D or d	Response
I	W	Automobile	I (contd)	D(2)	person
		bureau			bird
		table			seal
		sailboat	I	d(1)	shoe
		tunnel		d(3)	crab's pincers
		fat lady			bear's paws
		tea kettle		d(4)	bird
		bike		d(6)	feet
		merry-go-round			
I	D(1)**	person			
		hairpin			
		dress			
		front of car			
		table			

*Klopfer and Kelley, The Rorschach Technique (4) page 181

**Klopfer and Kelley, The Rorschach Technique (4) pages 95-99)

Table III cont'd

Pre-School Originals (Relevant Responses Used Only One or Two Times)

Card	W,D or d	Response
II	W	house
		gate going into a stable
		boat sailing in the ocean
		door
		tunnel
		airplane
		bearskin
		coat
		Christmas wreath
		cat with no head
	D (1)	sun
		pail of water, all dropping
		blood
		paint
	D(2)	hats
		tomato juice
		red darts
		paint
		sun
		flowers
		lobster
		bloody hand
		camel's hump
		candle
		cat
		bottles
		bug
	d(1)	chimney
		fountain
		hairpin
III	W	flower
		tree
		smoke
		river
		crab
		tea-wagon
		bowl
	D (1)	bird
		flame
		eye-glasses
		tunnel
	D (2)	butterfly
		people
		trees
		raindrop
		bees
		chimney
		" L "
		curls
	D (3)	man's face
		heads
		eye-glasses
		dutch shoes
	D (5)	fish
		feet
		road
	D (6)	two birds and a nest
	d (1)	feet
		hands
	d (2)	leaf
	d (3)	arm
IV	W	horse
		frog
		cat
		fish
		giraffe
		kangaroo
		camel
		wolf
		skunk
		rat
		turtle with wings
		elephant's face
		airplane
		table
		chair
		pitcher
		fire
		leaf
		mountain
	D (1)	tree
		snake
	D (3)	elephant
	D (4)	worm
		pencil
	D (5)	wavy water
	d (1)	snakes
		gun
		Icicles
	d (2)	spear-point
		hat
	d (3)	Horse's neck
		dog's head
V	W	man
		dog
		horse
		rabbit with wings
		flying goat
		chicken

Table III cont'd

Pre-School Originals (Relevant Responses Used Only One or Two Times)

Card	W,D or d	Response
V contd	W	duck
		two brownies
		girl dancing
		cat
		fox
		mouse
		bear
		airplane
		crocodile
		turtle
		Parachute dog
		tree
		leaves
		fish-bone
		cloth
		wet string
		fire
		paint
		hill
		mask
		house
	D (1)	wings
		fire
	D (2)	mouse
		duck
		bone
	d (1)	snakes
		deer's horns
		tunnel
		eye-glasses
		tweezers
	d (2)	snake
		scissors
		chicken bone
		a food
		elephant's trunk
	d (3)	animal's head
		horns
		tweezers
VI	W	frong
		whale
		seal
		fish
		elephant
		turkey
		lamp
		chair
		key
		airplane
		bed
		bridge
		brush
		pan

Card	W,D or d	Response
VI contd	W	star
		flag
		mittens
		coat
		map
		rock
		chest
		a raft
		house
		hole
		candle and holder
		cat in a tree
		fountain
	D (2)	turtle
		cat
	D (3)	snake
		furniture leg
	D (4)	stream
		a line
		fish
	D (5)	wings
	d (1)	bug
	d (2)	a tree
		a foot
		an arm
		a chimney
	d (3)	mice
VII	W	v girl dancing
		pineapple tree
		rocks
		v lady
		coat with snapper
		scissor cutter
		wreath
		butterfly
		lion's back
		goat
		v pig
		mountain
		fish standing on stone
		rabbit's skeleton
		snake
		basket
		toad
		bear skin
		turkey
		stove
		house
		boat
	D (1)	grass
		camel
	D (2)	darts
		dog's head

Table III cont'd

Pre-School Originals (Relevant Responses Used Only One or Two Times)

Card	W,D or d	Response
VII	D (3)	birds - signals
contd	D (4)	people
	d (1)	waterfall with rocks
		bone - gun
	d (2)	snake
VIII	W	Valentine
		rainbow
		a party
		ice cream
		spine of an animal
		bath-tub
		colored platter
		butterfly
		pumpkin
		Indian tent with colors
		tea pot
		colored parrot
	D (1)	birds
		alligators - fish
		people climbing
		a hand
		firecrackers
	D (2)	a peach - a pumpkin
		butterfly - frogs
		pants and jacket
	D (3)	letter "A"
		tent
	D (4)	water
		butterfly
		sailboat
	D (6)	tigers
	D (7)	butterfly - fire
	d (1)	footie
IX	W	two men holding two other men
		v lady
		girl's face
		pig
		wreath
		bird cage - a zoo
		statue - rainbow
		snow suit
		forest in fall
		beetle
	D (1)	clouds
	D (2)	stick - horses
	D (3)	deer
	D (4)	boy's face
	D (5)	elephant - a stand to hold things
	D (6)	cherries - birds
	D (8)	gate
	d (1)	cannon - broken fork
		horns - broken stick
X	W	bird bath
		v horn rainbow
		poison spider
		soldiers dancing at seashore
		bomb bursting
		broken house
		broken window
		paint set - castle
		Christmas presents
	D (1)	people - frogs
		airplane
		road with green trees falling over
		spider web - horse
	D (2)	lobster
	D (3)	bell - tree
		spider
		elephant lamp
		boat - parachute
		boat - spray
	D (4)	whales - birds
	D (5)	snakes - dragon
		star - - bear
		bug
	D (7)	cricket - scissors
	D (8)	butterfly- glasses
	D (9)	tree trunks
		tigers - owls
		people - whales
		beets
	D (10)	canaries - lions
		fish - frog
	D (11)	rat - rabbits
		chewing gum
		bumble bee
		copper - pumpkin
	D (12)	music notes
		berries
		seeds blowing
		copper - twinkle
		a fly - lamp bulb
	D (13)	carrots
		birdie
		bug
	D (15)	yellow jacket
		canaries

The variety of content which, in some measure at least, corresponds to the given blot material, bears testimony to the richness and fertility of young children's imagination, coupled with their ability to keep contact with reality. These responses take cognizance of the facts- in Rorschach terms being responsive to the form of the blot.

IV. Forms of Perseveration at the Pre-school level

The analysis of frequent responses relevant to the given blot material, revealed another use of recurrent content, one which is not relevant to the stimulus material,- namely, perseveration (the giving of the same response to three or more consecutive cards, only the first such response in the series being closely enough related to the form of the blot to have been occasioned by it,- repeated use of the concept seeming, therefore, explicable only in terms of the "need" of the individual to give this particular response.) In order to facilitate the evaluation of the various psychological meanings which perseveration may imply, the following classification of the perseverated concepts is presented:

Table IV

Distribution of Perseverated Concepts among Individual Children

I. "Magic key perseveration"

Cards	Age	Sex	Content
a) I - X	2	F	doggie
	2	M	tunnel
	2	M	leaf
	3	M	mountain
	3	M	Christmas tree
	3	M	snake
	4	M	tree
	5	F	Color naming
b) II - X	3	F	fire
	3	M	Kenny (brother's name)

II. Broken perseveration, followed by a second perseveration

Card	Age	Sex	Content	New Perseveration	Cards
a) I - III	2	F	Paint	Flowers	VIII- X
	2	F	birdie	horse	IV - X
b) I - IV	3	F	house	peach	VIII- X
	3	M	leaves	Color naming	VIII- X
c) I - V	3	M	bird	flowers	VIII- X
	3	M	Mountain	clouds	VIII- X
	4	F	dog	christmas tree	VI - X

III. Partial Perseveration

Card	Age	Sex	Content
a) I - IV	6	M	leaf
b) I - VII	4	F	smoke
c) IV - X	2	F	horse
	3	F	tree
	5	F	tree
d) V - X	3	M	a dirt
e) VI - X	3	F	a tree
	4	M	tree

Table IV cont'd

Distribution of Perseverated Concepts among Individual Children

IV. Perseverations limited to VIII - X

Cards	Age	Sex	Content
VIII - X	2	M	fire
	3	F	bathtub
	3	M	rainbow
	3	F	flowers
	4	M	rainbow
	4	F	boat
	4	M	paints
	4	M	candle with fire
	4	M	flowers
	5	F	a house
	5	M	colored rocks
	5	F	flowers
	5	M	funny man
	5	M	fire crackers exploding
	6	M	insides of bear
	6	M	parts of body

From a study of the list, it appears that perseverations are of several different kinds:

1- Perseverations in which a solution more or less appropriate to the stimulus material in one of the early cards is used, without regard to the form of the blot, as a way of solving the problem in all the remaining cards,- a "magic key" to the hidden secret.

2- Perseverations which break off at some point, only to be followed by one or a series of new perseverations.

3- Partial perseverations,- where the perseveration only starts at Card IV or later, after a number of good responses,- or starts in one of the early cards, but breaks off at some point, the rest of the responses being relevant to the given blot material.

4- Perseverations limited to Cards VIII-X.

While the number of children included in each of these classifications is too small to be statistically significant, certain interesting intra-group common factors appear, which may at least be pointed out, as indicating an area which may prove fruitful for further study.

1. Under "magic key" perseverations are grouped those which are either complete perseverations (Cards I-X) or substantially complete (II-X); with two exceptions these responses are limited to the youngest groups (three two year old and seven three year old children thus responding.) The exceptions (one child of four and one of five years) although perseverating throughout the cards, point the way to possible interesting differentiations. The four year old gives a second response to one of the cards (V), showing an ability to break the perseveration when something is sufficiently striking. This second response is a D, as distinct from the perseverated responses which are all W's. This record seems to go in the direction of those in which the perseveration is definitely broken after a number of cards. It may be that this child is slightly retarded develop-

mentally, but is in the process of coming out of the earlier developmental stage.

The five year old perseverates with color naming,- a phenomonon so rare even among these pre-school children that it suggests disturbance.

2. The second classification (perseveration broken in favor of a new perseveration) again includes the younger children (one aged 2, two aged 3 and three aged 4 years). The exact meaning of this break must again await further study, but, interpreted in Rorschach terms, it is in the direction of a first readiness to interest one's self in the form of the blot, as distinct from a complete arbitrariness of response.

The two year old breaks the first perseveration (birdie) at Card IV, introducing the concept horsie, which continues, with the interesting exception that Card IX is rejected. It seems that, in this case, in spite of a partial reliance on the "magic key" there is, even at this early age, enough acceptance of reality, and enough flexibility, that the perseveration is twice disregarded. This might well represent a higher stage, either in intellectual or in emotional development.

The three year old children all re-perseverate in VIII-X, the first two, after breaking the perseveration at IV, and the other two at V. In all these cases the new perseveration is primarily in terms of the color, seeming to indicate that the child in question is emotionally unable to deal adequately with affective stimulation, and therefore, under its impact, reverts to an earlier level of behavior which we saw him outgrowing before our very eyes as he proceeded with his Rorschach responses. The hypothesis that the perseverations which occur in VIII-X are caused by a reversion to an earlier method of meeting difficult situations will be dealt with at more length under classification 4 (Perseveration limited to Cards VIII-X).

Of the two 4 year old children, the first changes the concept from dog to Christmas tree at Card V. Actually, he shows further signs of breaking the perseveration in VIII, where he includes the two animals, making it "fish going up a Christmas tree",- this concept, however, does not do much to raise the developmental level, since, even among pre-school children, "fish" is a most unusual concept for the usual animals. The other 4 year old seems also somewhat retarded, but also shows signs of progress. The perseveration is complete through Card VII. At VIII it is preceeded by two Ds (tent to the upper D, and then the two animals in action.) It recurs in IX, but is completely broken in Card X. Since the color stimulation is here a positive factor, the inference may be hazarded that the child's home relationships are of a kind which help towards growth and maturity.

3. The third classification (Partial perseveration) prevents a greater age scatter (two aged 2, three aged 3 and one each aged 4, 5 and 6 years.) An examination of these records seems to indicate a further step in the direction of change from concept domination to awareness of reality.

Of the two 2 year old children, one perseverates from I-VI with the concept flower. Card VII is rejected, VIII is a Christmas tree. In IX she turns the card before responding "pretty flower". Card X is again a Christmas tree. Flexibility and growth, well in advance of her chronological age seems indicated in this record, in the three factors of the rejection which breaks the perseveration, the actual break, and the card turning. As in the preceeding case, the assumption that the environment is conducive to emotional growth seems warranted.

The record of the second 2 year old starts with varied responses to each card, largely in terms of color and shading. Card VII is a rabbit, VIII-X are also rabbits, but VIII is a red rabbit, IX a yellow rabbit (using only the top orange) and X is again a red rabbit. This is clearly a different kind of perseveration, in which at least some of the stimulus material is used specifically, and details, rather than wholes, are responded to.

The three 3 year old children preseverate respectively in IV- X, V-X and VI-X, the first, calling Card III "2 men",- the second, growing from a complete perseveration in a test administered six months earlier to the present perseveration in only five cards; the third sees a "bunny" in V, and "spinach and tomato juice" in II. In all these cases it seems possible that the "magic key" is resorted to at the point where the child gets tired or bored.

The four year old child shows growth from a complete perseveration in a test given at age 2-9. He now only perseverates in VI-X, possibly also because at that point he becomes tired, and so reverts to an earlier form of behavior.

The five year old shows a definitely more varied picture. Card I is rejected, II is a cat, III, a dog, VII, 2 a pig, all these, responses relevant to the blot material. However, she starts perseverating in Card IV, and except for the second response in VII, continues the perseveration throughout,- a perseveration which, because it starts so early in the sequence, may indicate retardation.

In the six year old, this retarded picture seems to have a different significance. The perseveration is on Cards I-IV, and is followed by a number of excellent responses (butterfly (FM) in V, two people (M) is VII, animals (FM) VIII, men balancing in IX.) This seems to be a child who responds initially to new situations with earlier and largely discarded behavior patterns, but who, as he feels at home in the situation, is capable of responding in terms appropriate to his age level.

4. The fourth classification (Perseverations limited to VIII-X) is composed of two 2 year old children, seven aged 3, five aged 4, four 5 year old and two aged 6, presenting again a picture of scatter, but with the weighting definitely twoards the older children.

A clearer trend is emerged when it is seen that both two year old children and four of the three year old are in the group which have perseverated with at least one other concept,- while none of the four, five, or six year old children are in that group, thus strengthening the hypothesis advanced in Part I of this paper that this group is composed of children who, in the impact of emotional stimulation (too much for them to handle) revert to an earlier behavior level.

V. Analysis of responses to Cards III and VIII

In compiling the list of popular responses (Table III) it was seen that the side pink D of Card VIII (the two animals) and the W in Card III were responded to with greater frequency than any other areas. More detailed study of the contents of these responses was therefore undertaken. The results of the analysis are presented in table V.

Table V

Distribution of Content Responses Given to the Two Most Frequently Used Areas

Card	Concept	% Boys Using Concept	% Girls Using Concept	Total %
III	4 legged Animals	21	25	23
	people	17	16	16
	birds	21	8	15
	Total	59	49	54
VIII	bears	16	10	13
	tigers	5	2	4
	cats	3	5	4
	rats	4	2	3
	animals (unspecified)	1	3	3
	rabbits or squirrels	1	3	3
	dogs	1	3	2
	pigs	1	3	2
	monkeys, gorillas	3	2	2
	lions	1	2	2
	cows	1	2	2
	foxes	1	-	1
	beavers	-	2	1
	woodchucks	-	2	1
	aligators	-	2	1
	frogs	-	2	1
	anteaters	-	2	1
	fish	-	2	1
	Total	38	49	45

The use of the Popular response (or variations of it) to Card III is interesting from two points of view. First, the large percentage of children (54%) use this concept, which, while scored as a cut-off whole requires the ability to see the D. Second, the high percentage of animals seen, as distinct from the use of the human concept (70% animal or bird responses.) adds weight to the previous findings that the ability to use human concepts is beyond the usual range of pre-school children.

Two things may be pointed out with regard to the animal response to Card VIII. First - again the large number of children use this concept (45%), in spite of the fact that it means responding to a D instead of the whole. Second - the popularity of the bear concept, which, in this case is also the one most frequently used by adults is to be noted.

The variety in the use of animal concepts in VIII is greater among the girls in this group, but whether this represents a significant sex difference or a chance variation in this particular group of children, awaits further study.

VI. Conclusion

In spite of the stress on the need for further study along all the lines indicated in this paper, one fact stands out impressively- namely, the similarities in the approach and ways of looking at things on the part of pre-school children and adults. Child development studies have usually stressed

the obvious differences in the intellectual and emotional make-up of pre-school children as compared with adults. We have found similarities both in the choice of location areas (D and d) and in the use of popular responses. This seems noteworthy as indicating that, in spite of many marked differences, there are certain common meeting-points between young children and adults-points at which, with no need for making age allowances, they actually do see eye to eye.

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RORSCHACH CHARACTERISTICS OF "INSTITUTION CHILDREN"

The dynamics of intellectual and emotional deficiencies produced by severe affective deprivation during the first three years of life.

William Goldfarb* and Bruno Klopfer**

In three previous papers by one of the authors, (2,3,4) a growing evidence has confirmed the deleterious and permanent effects on personality of extreme psychological deprivation of infants. The problem of baby deprivation has been analyzed in some detail through a series of investigations of children in foster homes, whose first three years of rearing had been in an infant institution (institution children). These children clearly tend to be differentiated from dependent children who have experienced continuous foster family rearing (foster home children). The "institution children" are socially less well adjusted, less secure and more prone to demonstrate problem behavior. There is generally a history of extremely aggressive, distractible, uncontrolled behavior and an absence of normal anxiety and inhibition. The "institution children" are excessive in their demands for attention and affection, yet they are emotionally removed and apathetic. Human identifications are thus very limited and ties are either weak or easily broken. The children tend to be retarded in social competence and also in regard to intellectual ability. School performance is particularly bad.(2,3)

Generally speaking, the personalities of the "institution children" may be described as extremely immature or rudimentary. In adolescence, they are often given to the simple, unrefined, undifferentiated modes of behavior that typify pre-school children. "In the realm of mental organization, the more infantile plane of differentiation is reflected in the greater aimlessness of behavior, the greater preponderance of trial and error adjustment, the greater tendency to thoughtless, wasteful, non-reflective, situationally determined response. In the area of emotional organization, it is reflected in poverty of affective response, and the meagreness which is characteristic of the child's personal relationships" (3)

Following the series of controlled group investigation, it was possible to formulate a theory of deprivation, the effect of deprivation on emotional and intellectual growth and the relationship between emotional primitivization and intellectual performance. There would now seem to be some value in viewing the individual psychological process in the light of the group findings. There has been a Rorschach comparison of institution and foster home groups.(4) This study tended to buttress conclusions derived from investigations by means of other techniques. Yet a presentation of some of the individual Rorschach records of the "institution children" along with relevant case material would be of interest insofar as these would make the group data more meaningful. In addition, we should like to offer tentative suggestions with the aid of the Rorschach examination as to the clinical discrimination of the "institutional" pattern of response. This should be of particular value in the differentiation of the inefficacies of the institution group from those of the organically or constitutionally retarded children.

A study has been made of 15 "institution children", 8 boys and 7 girls, who range in age between 10 and 14 years, mean age 12 years and 2 months. These

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children were compared with a group of foster home children equated with the "institution children" in regard to age and sex. There were no significant differences in such factors as number of foster home replacements, duration of last foster home placement, and subjective and objective aspects of the foster home. The true mothers of the "institution children" tended to be superior in occupational status to the true mothers of the foster home children. It was consequently assumed that differences in personality and intellect were a result of divergent infant atmosphere.

The Quantitative Rorschach Results (group tendencies)

There were no differences between institution and foster home groups in such factors as number and location of response. However, the institution group showed an unusual deficiency in quality of perception and organization of the perceptual material. They showed:

1. A much lower F+ percent $\frac{\text{(total F minus F-)}}{\text{Total F}}$
2. A higher W-percent.
3. Greater tendency to DW response.
4. Greater tendency to low Z score (Beck's (1) organization score). A Z score below 20 was regarded as low.
5. A greater tendency to low popular response total; that is, popular response total below 3.
6. A greater tendency to O-.
7. A greater tendency to C response.
8. A greater tendency to show an excess of CF plus C over FC.

It was concluded that "the institution group thus shows deficiencies in rational control, in the more abstract forms of thinking, in drive for intellectual and social attainment, and in emotional maturity. In a group with such psychological tendencies, one would, of course, expect problems involving restlessness, inability to concentrate, and poor adjustment. In addition, all of the above listed Rorschach trends among the "institution children" are associated with an air of passivity. In other words, the children of this group give little of themselves though superficially they are adjusting to reality requirements which in this case were embodied in the Rorschach examination itself."

Illustrative Rorschach Records

A. Seymour

1. Abstract of history:

Seymour was born out of wedlock. He was placed in the infant institution at 3 months of age and stayed there till the age of 4 years and 2 months, when he was placed in a foster home. He was studied at the age of 12 yrs., 1 mo. at which time his Wechsler-Bellevue I.Q. was 85.

His father was unknown. His mother was initially interested but soon dropped out of his existence. She was therefore not a direct factor in his development except as she, on rare occasions, appeared in such a manner as to confuse him.

From the start, he showed wild, uncontrollable, aggressive behavior. He was overactive and destructive and had to be watched constantly. He was fearless and unmanageable, yet indiscriminately affectionate. More accurately,

he was affection demanding. Though he had stopped wetting and soiling himself in the institution, he was enuretic and soiled himself at the age of 7.

He smiled constantly, showed little anxiety or tension, and was completely unaware of limitation. The superficial relatedness to people had, its counterpart in a deficiency in general conceptual development and particularly in regard to space or time. He would frequently wander away and needed constant supervision.

At school, he showed a continuous history of failure and no guilt regarding his failures. He was excessively playful and inattentive.

He would not eat all foods but ate great quantities of food.

At the age of 8, he began to build fires everywhere and at all times. At about this time, he was replaced because of his unacceptable behavior. He received psychiatric treatment while in an unusually accepting home where there seemed to be some improvement. He made a definite place for himself here but at 12 was still indulging in such wild behavior that the foster parents were often at their wits end.

There was also improvement in school behavior though he continued to avoid study and was now beginning to daydream in school.

2. Rorschach Record:

I. (1) ∧ Oh. I don't know what it could be
12" - 35"

(1) Sort of a mountain. What's this?	(1) These parts (outline). Holes?
(2) From a human being?	(2) (Rejects anatomy response.) No Human being.

II. ∧ Oh. Getting worse
12" - 21"

(1) This could be blood	(1) The red marks. (Why?) The red.
(2) This part of a dead animal. Blood.	(2) It was cut and the blood. The ears. (entire black.)

III. ∧ 2" - 16"

(1) Blood	(1) The red spots. The red.
(2) And inside stomach of the body.. Blood. Inside of the body.	(2) (All of black.) (Why?) The bones (bottom black) and the flesh. (rest of black.) (Why flesh?) I don't know.

IV. ∧ Id. k. (Return's) (Hold it longer)
26" - 35"

(1) Looks like part of inside of a cow or some kind of animal.	(1) Where the milk comes out. (Bottom center.)

V. ∧ 4" - 26"

(1) This could be a butterfly. Wings, legs. Black Butterfly. Very black.	(Whole)

VI. ∧<∧ 10" - 29"

(1) This could be a neck, two eyes. On the side there. I don't know what that is.
(1) (Dd middle of upper center column) A grasshopper.

(2) Like a fur or something.
(2) (All of bottom.) Grey fur. (Does not react to hair texture)

VII. ∧ 6" - 33"

(1) This could be inside of an animal stomach. Then it could be a bone there in the middle on bottom.
(1) Heres bones. (Dark center-bottom.) And this part (whole) is inside of it. (!)

VIII. ∧ 3" - 40"

(1) This could be blood.
(1) (red)

(2) No, an animal - a red animal on both sides. On the bottom-red.
(2) Red animal creeping on a part

(3) Insides. Bones. Parts of a dead bear like.
(3) of a dead bear. (middle). Ripped. Nose. (upper grey) Bones (center) Eyes. (Spaces in center.)

IX. ∧ 3" - 31"

(1) This could be stomach
(1)(Green) Shape.

(2) Blood.
(2) (Bottom red) Red

(3) Orange thing could be bones
(3) (Top of orange)

(4) Green stuff. I don't know what that is. Grass is green.
(4) Stomach - grass, Grass - stomach. Grass is green.

X. ∧ 4"

(1) The front - the greyish spot could be part of a dead bear-brown.
(1) (Upper grey) The bones.

(2) Red stuff could be blood Rest I don't know what they are.
(2) Pink

B. Albert

1. Abstract of History:

Albert was placed in the institution at 3 months, transferred to a foster home at 3 years and 5 months of age and studied at the age of 12 years and 5 months. His Wechsler Bellevue I.Q. at this time was 81.

His mother was suffering from post-partum psychosis and had been institutionalized. His father was illiterate and earned very little as a junk peddler. He visited in the foster home but never established any ties with Albert.

Albert was placed in a comfortable, kindly, indulgent family. He was wild, difficult and unmanageable. Whereas he had been continent and was able to feed himself in the institution, he insisted on being fed in the foster home and soiled and wet himself.

He would not leave the foster mother alone. He would embrace her constantly and was also ready to attach himself to all strangers. He was unaware of limitations and would not, for example, learn to stay on the sidewalk.

When crossed or pressed to obey, he would have very severe temper outbursts.

During the school age period, he became the foster mother's favorite child. He continued to be mischievous, destructive, and provocative with other children. He would seek fights with them and was feared by them. He was very selfish and would not share his toys with anyone. He preferred being alone and had no friends.

At the age of 7, passivity was becoming a definite symptom. He insisted on being fed. If he were not made to sit down and eat, he would go without food for an entire day. When made to dress by himself, he soon stopped dreamingly. Going to school, he would dawdle and wander about aimlessly. At school, he was first an outstanding behavior problem. He did become more conforming but then began to alarm his teachers by his withdrawal and forgetfulness.

When examined at about the age of 12, his distant, withdrawn manner was severe enough to suggest "very strongly a schizoid personality." (Psychiatrist.)

2. Rorschach Record:

I.	∧ 6" - 16" (1) A Bull.	The horns (upper, inner extensions) (No other reason?) No.
II.	∧ 7" - 30" (1) A Racoon	The nature of the face. (black). Whiskers. (top red) Eyes supposed to be here. (i.e. in black) (Why racoon?) Shape of the ears and head.
III.	∧∨ 11" - 21" (1) a Bear	Like this. (V) Big face. Outline. (Upper side black) Nose. (Inner red.)
IV.	∧∨∧ 30" (1) a dog.	By the ears. (Upper side extensions) and head and eyes here. (top) (Bottom of head is vague) More than head. Another thing that makes it look like a dog is eyes here. (bottom center.) (Sees eyes in 2 places, therefore.)
V.	∧ 4" - 9" (1) A butterfly	Wings
VI.	∧)∧ 35" (1) A caterpillar	The skin is opened and it's long and has a face like a caterpillar. Caterpillar is getting a new skin.
VII.	∧∨∧ This way? (any way you want.) 34". (1) A fox.	By the curve - the ears (top projection) and whiskers (middle third). (Is this part of it? Bottom portion) Yes, the jaws.

VIII. ^<^> 30" - 43"
(1) 2 bears
^<

The shape and the way it's walking (usual D)

IX. ^<>^^>V 17" - 25"
(1) An elephant

V (Centre pink plus middle line). Big ears and shape. Elephant's trunk and he's getting a drink. (Water?) (Points to white space) (Why?) The reflection of his trunk.

X. ^<^ 16" - 32"
2 Beavers. Rather 4 Beavers

Here's two. (top gray animals.) and these (outer upper green.) Really two beavers (top gray) and 2 frogs. (Why?) The green on them. (D C F - A) And two caterpillars. (bottom inner green.) The green and this face gives it away. (Bottom rabbit's head.) It's a caterpillar face. (Contamination trend.)

C. Bernard

1. Abstract of History

Bernard was placed in an institution soon after birth and was transferred to a foster home at 3 years, 5 months. He was examined at 10 years and 9 months when his Wechsler Bellevue I.Q. 78.

He was born out of wedlock. His mother supported herself as a waitress. His father was a store clerk.

He went to his first foster home with little display of feeling, adapted himself quickly and was immediately liked. However, he soon showed such severe problems that replacement was requested. He became enuretic day and night, was hyperactive, destructive and completely unmanageable.

He also adapted quickly to the second foster home. Here, in spite of even, affectionate handling, he showed a continued pattern of lack of control, distractability, severe temper tantrum, and attention demanding behavior. He could not learn and was found to be restless and inattentive at school where he was generally regarded as the most immature child in class. Disorganized behavior continued to the date of examination. He had difficulty falling asleep, would often rock himself and suck his whole hand. He ate great quantities of food and liked to play with dirt and fire, and in his wild play was often hurt badly.

He would seek affection constantly but was superficial in his relationship. His behavior was unusual enough to cause the foster parents, who had real affection for him, to seek replacement. On leaving the foster home where he had been for 6 years, he showed no emotional response.

2. Rorschach Record:

I. /\ 5"
(1) Map

Points vaguely to middle. Cannot point clearly to location of response or indicate why. "I don't know. It just looks."

II. ∧ 2"
(1) A bird — Its nose. (Upper Center.)

III. ∧ 3"
(1) 2 people — They're picking up something. (Popular figures)

IV. ∧ 3"
(1) A house — The whole thing.
a. But these (upper side extensions) are ducks. Ducks are in the house. It's shaped like a house. (Appears very real to him.)

V. ∧ 4"
(1) A bat — Shaped like a bat. Just the face. (top) (Cannot define the rest of the bat, but suggestible.) (Is there a body?) Yes. (Without looking at card.)

VI. ∧ 4"
(1) A body — (Points only to upper part of center column). Body of a cobra, a bear.

VII. ∧ 4"
(1) A sky — It's shaped. Clouds.

VIII. ∧ 3"
(1) 2 lovebirds — (Middle blue) (Why?) I don't know. Just looks like it. (Not this?) (Exam. points to animals at side.) Yeh, this. (Why?) Cause I thought the two sheeps gonna kiss each other.

IX. ∧ 5"
(1) A fire maybe — (Bottom red) Cause it's like flaming up. Red.

X. ∧ 5"
(1) All kinds of animals — Shaped like them.

Qualitative Rorschach Results

The qualitative aspects of the individual Rorschach records reflect directly the manner in which the "institution children" think and react and the interesting way in which level and quality of emotional response affect level and quality of intellectual response.

Seymour's history and record are presented to illustrate a child who has always been and still is characterized by unusual immaturity. His infantile, aggressive, uncontrolled behavior is reflected most obviously in his rapid uninhibited color responses and the content of his response (blood and mutilated body parts). Red color immediately tends to stimulate the blood response. Green stimulates the grass association. There is little anxiety regarding this impulsivity so that the rational control mechanisms are minimized. Where he does attempt to sublimate or channelize his impulses, he does so weakly and ineffectually. (See IV, VII, IX-4, etc.) His thinking is consequently non-reflective, non-selective, casual, perseverative and determined by immediate, concrete

aspects of his environment. He is not capable of abstraction and careful organization of relationships. He is distracted, and his thoughts tend to be contaminated not only by external stimuli but by his own flight of associations which he has difficulty in controlling and compartmentalizing.

Albert's record reflects the apathy and related distortion of his intellectual activity that were conspicuous in his behavior when examined. His record is bizarre and distant. There is a lack of relatedness both in his feeling responses and in his response to material reality. Noteworthy are his stereotyped, perseverative preoccupations, as with animal heads, his inadequate reality awareness (high number of F- responses), and a strong trend to confabulation (DW) and confabulatory combination.(5) (See caterpillar response in inquiry of cards X).

Bernard's record also conforms to a history of irrational, disorganized behavior and growing apathy of response. His record includes elements of strong impulsivity and, like the others, passive undiscriminating, uncritical surrender to the stimulus material on the cards. His record is most interesting, however, for the illustration it provides of the confabulatory and, more particularly, confabulatory combination type of response. (The DW responses of II, V and the strikingly unsubstantiated organizations of IV and particularly VIII.) His inability to control his thinking and to select stimuli in an articulate manner is also seen in his response to card VI where he has difficulty separating the cobra-bear responses.

These records are illustrative of some Rorschach trends among the "institution children". It would appear as though early deprivation results in a fixation on a primitive level of personality development. The extreme immaturity is completely pervasive and manifests itself in a deficiency in the process of conceptualization as much as in emotional expression and quality of human identification. The Rorschach record appears to differ from that of the retarded child whose limitation in mental performance is due to organic or constitutional factors. It should eventually be possible to offer an experimental comparison of a group of "institution children" and a group of retarded children with normal family background, equated in terms of intelligence test I.Q. or functioning level of intelligence. Meanwhile, subjective impressions are offered as a tentative basis for Rorschach differentiation of the "institutional" patterns of mental retardation from that of slow children who have had normal family experiences.

There is some experimental evidence that the institution group shows a level of conceptualization that is even lower than that of known defectives, whose average I.Q. was lower than that of the institutional group. In a test such as the Weigl, the institution group showed lesser capacity to abstract the common characteristics of the Weigl geometric forms and also to generalize the similarities verbally.(3) In other words, in contrast to the retarded child reared under normal family circumstances, the "institution child", is likely to be less reflective, less conscious of the implications of his behavior, more prone to respond uncritically, ineffectually and passively.

This would seem to be an outgrowth of unusually immature personality development so that the emotional needs of the "institution children", even as late as adolescence, are fixed at a level more in accord with that expected of infants or, at best, nursery age children. However, in view of the children's potentialities, the uneven stimulating values of the environment, there is irregularity in development. Immaturity is the preeminent characteristic, yet

the subjective impression is that of greater potentiality.

The following would seem to be the major Rorschach differences between the "institution children" and children with normal family experience but equivalent global test results.

1. In the first place, the "institution children" are likely to show greater unevenness of Rorschach response. Occasionally, there will be a gleam of unfulfilled possibility in single responses which contrast sharply with the rest of the record in qualities of organization, type of content and in variety of content. The typically slow child performs evenly at his low level.

2. The "institution children" seem to demonstrate a great proportion of F- responses, great enough so that under ordinary circumstances one would look for extreme mental deficiency at the idiot or imbecile level. Yet, other qualities of the Rorschach examination would rule out such utter mental deficiency.

3. There is more consistent, more extreme attitude of passivity and conspicuous absence of tension. Color and shading shock are rare, or, if present, there is immediate recoverability.

4. There is a greater trend to bizarre or confabulated combination and resultant O- ratings.

The affective and intellectual dynamics of the "institution children" do not offer an optimistic picture as far as prognosis and treatability are concerned. The all permeating apathy of the "institution adolescent" would require such an extended period of therapeutic "feeding" and education of libido that affective psychotherapy will, practically speaking, be out of the question. However, the insight into the dangerous effects of early deprivation is of the utmost importance from the point of view of prevention. Furthermore, in deciding on the advisability and direction of individual therapeutics, the differential diagnosis of emotionally undisturbed but intellectually retarded children, merely emotionally disturbed children and children with the crippled personality structures of the "institution children" is of real importance.

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2) Goldfarb, William. Infant Rearing and Problem Behavior. American Journal Orthopsychiatry, 1943, 13, 2, 249-265.

3) Goldfarb, William. The Effects of Early Institutional Care on Adolescent Personality. J. Exper. Educ. 1943, 12, 2, 106-129.

4) Goldfarb, William. The Effects of Early Institutional Care on Adolescent Personality. (Rorschach Data) (To be published in the American Journal of Orthopsychiatry.)

5) Kay, Lillian W., and Vorhaus, Pauline G. Rorschach Reactions in Early Childhood. Part Two. Intellectual Aspects of Personality Development. Rorschach Research Exchange, 1943, 7, 2, 71-77.

ANNOUNCEMENTS

FIFTH ANNUAL MEETING

on May 13, 1944, at Teachers College, 525 West 120th Street, New York, N.Y., Room 102, Dodge Hall.

Agenda

3:30 P.M.	Executive Committee Meeting.
5:00 P.M.	Annual Business Meeting.
6:30 P.M.	Dinner Meeting*.
8:00 P.M.	Presidential Address**. Dr. M.R. Harrower-Erickson will review new developments in the large scale application of the Rorschach Method.

Guests are welcome to the dinner meeting and to the presidential address.

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* The dinner is to be held at the Men's Faculty Club of Columbia University (117th Street and Morningside Drive). Cost of dinner is $1.60 including tip. Please communicate with Dr. Helen H. Davidson, 425 Riverside Drive, New York, 25, N.Y., for dinner reservations not later than May 11th.

** At Men's Faculty Club.

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Symposium on the use of the Rorschach method by the armed forces.
The date of this meeting has been changed from May 14th to May 21st, 1944, and it has been opened to the members of the Rorschach Institute and guests, with the only limitation that military Rorschach workers and civilian Rorschach workers, working on government projects, will have priority for the contributions to the symposium and for the discussions from the floor.

Place, Teachers College, Columbia University. Time, 11 A.M.

- -

Arrangement Committee for the Annual Meeting

Helen H. Davidson, Chairman
Rosalea A. Schonbar
Pauline G. Vorhaus

Arrangement Committee for the Symposium

Molly R. Harrower-Erickson, Chairman
Bruno Klopfer
Sadie Sender

AGENDA

for

the Fifth Annual Business Meeting

of the

Rorschach Institute, Inc.

on Saturday, May 13, 1944, at 5 P.M., at Room 102 Dodge Hall, Teachers College, Columbia University, 525 West 120th Street, New York, N.Y.

I. Opening of the Annual Business Meeting by the President (Dr. M.R. Harrower-Erickson).

II. Annual report of the Director (Dr. Bruno Klopfer).
   a. General report.
   b. Report about use of the Rorschach method by the armed forces.

III. Report of the Treasurer, including annual audit (Miss Gladys Tallman).

IV. Report of the Research Committee (Dr. L. Clovis Hirning).

V. Report of the Editorial Committee (Dr. Hanna F. Faterson).

VI. Report of the Sub-Committee on Publications other than the Rorschach Research Exchange (Dr. Helen H. Davidson).

VII. Report of the Training Committee (Miss Sadie Sender).
   a. Discussions and votes on amendment to by-laws concerning re-admission of members or fellows.
   b. Report on election of new members and fellows.

VIII. Report of the Nominating Committee (Dr. L. Clovis Hirning).

IX. Election of Officers.

RORSCHACH INSTITUTE, INC.

LIST OF PUBLICATIONS

I. Available through Rorschach Institute, Inc., 3820 Waldo Avenue, New York 63, N. Y.

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